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This report contains basic data and procedural information about the 1967-68 Title I programs in Sacramento (proposed projects and components, professional duties, facilities and instructional materials, and policy statements on integration and the participation of nonpublic school children). It also gives information on (1) the progress of Project Aspiration, established to offer greater opportunity to students who have suffered from the inequalities of a de facto segregated education, (2) Economic Opportunity Act and locally-initiated programs, and (3) plans for meeting long-range needs for facilities to insure ethnic and racial balance in the schools. (See also UD 006875.) (EF)

ED0 24720

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A PROGRAM FOR THE EDUCATIONALLY DEPRIVED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

PUBLIC LAW 89-10 TITLE I

1967-1968

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SACRAMENTO, CALIFORNIA

UD 006 892

COMPENSATORY EDUCATION PLAN

Copy No.______

Submitted to the
California State Department of Education
Under the Provisions of P.L. 89-10, Title I
The Elementary and Secondary Education Act of 1965
and
SB 482, McAteer Act of 1965

RAISING ASPIRATIONS

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Core Project:

Reading, $260,175
English Language Arts, $53,871
Educational Plan to Alleviate
DeFacto Segregation, $130,280
English As A Second Language,
$32,256
Reduction of Class Size, $129,123
Teacher Aides, $132,761

Supportive Component:

Food Services, $25,942
Health Services (Audiometric),
$12,695
Transportation Services, $186,611
In-Service Training, $111,286

Department Use

Total Federal Funds Requested:____________________

Amount of Entitlement:____________________

Duration of Overall Program: Beginning Date____________________

Ending Date____________________

Date Transmitted:____________________

Reviewed by:

____________________Fiscal

____________________Program Development

____________________Community Services

____________________Evaluation

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COMPREHENSIVE COMPENSATORY EDUCATION PLAN

I. Establishment of E.S.E.A. Title I School District Advisory Committee:

The Community Educational Advisory Committee was established in the spring of 1966 and held its first meeting on May 10, 1966. This committee is composed of 40 members. Twenty-one of these members are representatives from the target areas; three represent the neighborhood councils; five represent religious groups and non-public schools; two represent the business community; one is a representative at large; one represents the Sacramento Area Economic Opportunity Council; and seven represent the Sacramento City Unified School District. Representatives from the target areas are elected representatives in most cases. The chairman of the committee represents the Oak Park neighborhood.

The committee has had monthly meetings at which compensatory education proposals for our district have been presented, discussed, and voted on. Both Community Action Program projects and Elementary and Secondary Education Act Title I Proposals which are being submitted were approved unanimously by the Community Educational Advisory Committee. Major changes in the school district's Elementary and Secondary Education Act Title I Proposal were initiated by this group.

The Community Educational Advisory Committee is a permanent committee. It will meet monthly during the entire year and will deal with operation and evaluation. As soon as this year's proposals are adopted, it will begin the task of coordinating and identifying more meaningful compensatory education programs using all resources for the school year 1968-1969.

The local Community Action Agency is the Sacramento Area Economic Opportunity Council. The assistant director sits on the District Advisory Committee.

II. Summary of Compensatory Education Projects Funded by the Office of The Economic Opportunity Act (Community Action Programs):

1966-1967

A. Preschool Children and Their Parents (36 weeks) - Twelve half-day classes in seven schools were conducted. This program is designed to help preschool children and their parents from target areas be better prepared for the children's formal schooling. Schools involved in this proposal included: American Legion, Elder Creek, Ethel Phillips, Fruit Ridge, Jedediah Smith, Oak Ridge, and

Washington Elementary Schools. This program zeroed in on preschool children aged four to six and their parents. Provisions were made to serve 180 children and up to 150 parents. This component was sponsored by the Sacramento City Unified School District.

B. Supporting Services for Project Aspiration (An Educational Plan for The Alleviation of DeFacto Segregation in the Sacramento City Schools) (36 weeks)--this was a supportive plan to help insure the success of Project Aspiration. It was divided into three sections. The first section included four home visitors who were selected from the American Legion neighborhood and who worked with resource teachers and other school personnel at the receiving schools to serve as a bridge between the home and the school. This involved approximately 1,069 students in grades kindergarten through sixth from five defacto segregated schools. The second section dealt with bus matrons. Fourteen bus matrons were hired from the target areas to assure the safety of students being transported under Project Aspiration. They also helped teach these students proper behavior, responsibility and respect for property, manners, and self-control. This involved approximately 750 students in grades kindergarten through sixth from five defacto segregated schools. The third section dealt with health services. This service provided dental and medical examinations and services where they were not available under any other facility. This component was sponsored by the Sacramento City Unified School District.

C. Study Centers (34 weeks)--an extended day program to provide remedial instruction, supervised study, and enrichment activities for disadvantaged students utilizing volunteer tutors and Sacramento City Unified School District teachers. 750 students in grades four, five, and six were involved in the Sacramento City Unified School District. This project was sponsored by the Community Welfare Council.

D. Head Start (8 weeks)--in order for children to reap the greatest benefit from learning experiences and opportunities provided schools, they must have had adequate preschool experience. This program was designed to help preschool children and their parents be better prepared for the children's formal schooling. Schools involved include: Fremont, Washington, Pacific, Oak Ridge, Camellia, Jedediah Smith, St. Peters, and American Legion Elementary Schools. 390 preschool children, ages four to six, were served by this component. This project was sponsored by the Sacramento City Unified School District, Oak Park Neighborhood Council, and the Glen Elder-Elder Creek Neighborhood Council.

E. Neighborhood Youth Corps (summer, 8 weeks; regular school year, 36 weeks)--this program provided work experience for disadvantaged high school students who need funds to enable them to remain in school. Schools involved in this program were Hiram Johnson, Luther Burbank, C. K. McClatchy, and Sacramento Senior High Schools. 286 disadvantaged youth were served by this program. This project was sponsored by the Sacramento City Unified School District under Title IB of the Economic Opportunity Act.

F. Basic Education (36 weeks)--this program furnished the opportunity for illiterate American and foreign born adults to receive a basic elementary education. 140 adults were served by this program in the Washington, Oak Park, and Glen Elder neighborhoods. This program was sponsored by the Sacramento City Unified School District under Title IIB of the Economic Opportunity Act.

E.O.A. 1967-1968

A. Preschool Children and Their Parents (36 weeks)--twelve half-day classes in seven schools will be conducted. This program is designed to help preschool children and their parents in target areas to be better prepared for the children's formal schooling. Schools involved in this proposal include American Legion, Elder Creek, Ethel Phillips, Fruit Ridge, Jedediah Smith, Oak Ridge, and Washington. This program will zero in on preschool children, age four to six, and their parents. Provisions are made to serve 180 needy children and up to 150 parents. This component will be sponsored by the Sacramento City Unified School District.

B. Study Centers (34 weeks)--an Extended Day Program to provide remedial instruction, supervised study, and enrichment activities for disadvantaged students utilizing volunteer tutors and Sacramento City Unified School District teachers. 750 students in grade four, five, and six will be involved in the Sacramento City Unified School District. This project is sponsored by the Community Welfare Council.

C. Head Start (8 weeks)--in order for children to reap the greatest benefit from learning, experience and opportunity provided by the schools, they must have had adequate preschool experience. This program was designed to help preschool children and their parents to be better prepared for the children's formal schooling. Schools involved include: Fremont, Washington, Pacific, Camellia, Jedediah Smith, St. Peters, and American Legion. 390 preschool children, ages four to six, will be served by this component. This project was sponsored by the Sacramento City Unified School District, Oak Park Neighborhood Council, and the Glen Elder-Elder Creek Neighborhood Council.

D. Neighborhood Youth Corp (summer, 8 weeks; regular school year, 36 weeks)--this program provides work experience for disadvantaged high school students who need funds to enable them to remain in school. Schools involved in this program will be Hiram Johnson, Luther Burbank, C. K. McClatchy, Sacramento, and Kennedy Senior High Schools. 286 disadvantaged youth will be served by this program. This project will be sponsored by the Sacramento City Unified School District under Title IB of the Economic Opportunity Act.

E. Basic Education (36 weeks)--this program furnishes the opportunity for illiterate American and foreign born adults to receive a basic elementary education. 140 adults will be served by this program in the Washington, Oak Park, and Glen Elder neighborhoods. This program will be sponsored by the Sacramento City Unified School District under Title IIB of the Economic Opportunity Act and Title V of the Economic Opportunity Act.

III. Summary of Compensatory Education Projects Not Funded by Title I or The Office of Economic Opportunity Act

1966-1967

A. Reduction of Class Size (36 weeks)--The Board of Education of the Sacramento City Unified School District has voted to make the maximum class size in primary grades (1 - 3) in compensatory education schools 30. This was done in order to more individualize student instruction. The following schools were involved in this plan: Argonaut, Bret Harte, Camellia, Donner, Earl Warren, Elder Creek, Ethel Phillips, Jedediah Smith, Lincoln, Maple, Oak Ridge, Phoebe Hearst, Washington and Woodbine. 1,128 disadvantaged children in grades one through three were served by this activity. This program is funded by the Sacramento City Unified School District.

B. Preschool Education Project (36 weeks)--in order for children to reap the greatest benefit from learning experiences and opportunities provided by the schools, they must have had adequate preschool experiences. This program was designed to help preschool children and their parents from target areas to be better prepared for the children's formal schooling. This program supplemented a program involving 12 classes sponsored under the Economic Opportunity Act. Preschool classes were held at the following centers: Lincoln, American Legion, William Land, Argonaut, Donner, Fruit Ridge, Ethel I. Baker, and Pacific Elementary Schools. 150 preschool children, ages four through six, will be served by this program, as well as their parents. This proposal was funded under the Unruh Preschool Act and was sponsored by the Sacramento City Unified School District.

C. Man-Power Development and Training (36 weeks)--this program was aimed to upgrade the vocational skills and aspirations of unemployed adults and school drop-outs. It included courses in preparation for clerk typist, nurse's aide, and home health aide. Schools involved in this project were: Marshall and American Legion Schools. 340 adults were served by this program. This activity was funded under the Man-Power Development and Training Act and sponsored by the Sacramento City Unified School District.

D. Vocational Education (36 weeks)--this program was designed for terminal high school students and potential drop-outs. This activity attempted to raise the vocational, educational, and personal goals of these students. Programs in this activity were as follows: key punch operator, stenographer and general office clerk, auto body and fender repair, electronics consumer service, occupational welding, service station attendants, small gasoline engine repair, graphic production, food services, merchandising and retail sales, steno-type program, automatic transmission repair, and card punch machine training. These classes were held in the following locations: Hiram Johnson, Luther Burbank, C. K. McClatchy, and Sacramento Senior High Schools, as well as the Fremont School for Adults. 850 high school students took part in this activity. This program was funded under the Vocational Educational Act and sponsored by the Sacramento City Unified School District.

E. Study Halls (36 weeks)--the school district, in cooperation with the Community Welfare Council, staffed after-school study halls with certificated teachers. The Community Welfare Council supplied volunteer tutors. Study centers were held at the following school areas. American Legion, Argonaut, Bret Harte, Camellia, Donner, Earl Warren, Elder Creek, Ethel Phillips, Jedediah Smith, Lincoln, Maple, Oak Ridge, Phoebe Hearst, Washington, and Woodbine. This program served 750 fourth, fifth, and sixth grade disadvantaged children. The teacher portion of this activity was funded by the Sacramento City Unified School District and the program is sponsored by the Sacramento City Unified School District in conjunction with the Community Welfare Council.

F. Clerical Assistants (36 weeks)--the school district furnished $7,700 to pay the salaries of half-day work experience clerks in all elementary schools. This helped solve two problems. The first problem was additional clerical work in compensatory education schools and the second problem was that students needing assistance to remain in high school were paid salaries.

G. Additional Supplies (36 weeks)--the school district furnished $6,600 for extra supplies and materials at the elementary compensatory schools.

H. Reduction of Class Size (18 weeks)--Senate Bill 28, 1966, made it possible to reduce class size in three elementary schools; Earl Warren, Lincoln, and Washington to a maximum ratio of 25:1.

I. Demonstration Program (3 months)-- the school district established a demonstration program in reading and mathematics at the Will C. Wood Junior High School for students who were at least one year below grade level in reading and/or mathematics. This program envisioned the use of the latest and most sophisticated technical devices for an individualized program. This program was made possible under the auspices of Senate Bill 28, 1966.

J. Civil Rights (18 weeks)--the school district put in operation a program to assist in the understanding of integration and all of its ramifications by teachers, parents, and citizens. This program included the funding of the position of Assistant to the Superintendent for Intergroup Relations, three certificated Intergroup Relations Assistants and three non-certificated Intergroup Relations aides. This program also provided for a summer five week in-service training program for representatives from all schools in our district in intergroup relations. This program was funded under the Civil Rights Act, Title IV.

1967-1968

A. Reduction of Class Size (36 weeks)--the Board of Education of the Sacramento City Unified School District has voted to make the maximum class size in primary grades (1 - 3) in compensatory education schools 30. This was done in order to more individualize student instruction. The following schools will be involved in this plan: Bret Harte, Camellia, Donner, Earl Warren, Elder Creek, Ethel Phillips, Jedediah Smith, Lincoln, Maple, Oak Ridge, Washington, and Woodbine. 1,214 disadvantaged children in grades one through three will be served by this activity. This program is funded by the Sacramento City Unified School District.

B. Pre-School Education Project (36 weeks)--in order for children to reap the greatest benefit from learning experiences and opportunities provided by the schools, they must have had adequate preschool experiences. This program is designed to help preschool children and their parents from target areas be better prepared for the children's formal schooling. This program will supplement a program involving 12 classes sponsored under the

Economic Opportunity Act. Preschool classes will be held at the following centers: Lincoln, American Legion, William Land, Argonaut, Donner, Fruit Ridge, Ethel I. Baker, and Pacific Elementary Schools. 150 preschool children, ages four through six will be served by this program, as well as their parents. This proposal will be funded under the Unruh Preschool Act and will be sponsored by the Sacramento City Unified School District.

C. Man-Power Development and Training (36 weeks)--this program is aimed to upgrade the vocational skills and aspirations of unemployed adults and school drop-outs. It will include courses in preparation for clerk typist, nurse's aide, and home health aide. Schools involved in this project will be: Marshall, and American Legion Schools. 340 adults will be served by this program. This activity will be funded under the Man-Power Development and Training Act sponsored by the Sacramento City Unified School District.

D. Vocational Education (36 weeks)--this program is designed for terminal high school students and potential dropouts. This activity attempts to raise the vocational, educational, and personal goals of these students. Programs in this activity will be as follows: key punch operator, stenographer and general office clerk, auto body and fender repair, occupational welding, food services, merchandising and retail sales, steno-type program, automatic transmission repair, and card punch machine training. These classes will be held in the following locations: Hiram Johnson, Luther Burbank, C. K. McClatchy, Kennedy, and Sacramento Senior High Schools, as well as the Fremont School for adults. 850 high school students will take part in this activity. This program will be funded under the Vocational Educational Act and sponsored by the Sacramento City Unified School District.

E. Study Halls (36 weeks)--the school district, in cooperation with the Community Welfare Council, will staff after-school study halls with certificated teachers. The Community Welfare Council will supply volunteer tutors. Study centers will be held at the following school areas: American Legion, Argonaut, Bret Harte, Camellia, Donner, Earl Warren, Elder Creek, Ethel Phillips, Jedediah Smith, Lincoln, Maple, Oak Ridge, Phoebe Hearst, Washington, and Woodbine. This program will serve 750 fourth, fifth, and sixth grade disadvantaged children. The teacher portion of this activity will be funded by the Sacramento City Unified School District and the program is sponsored by the Sacramento City Unified School District in conjunction with the Community Welfare Council.

F. Supplies (36 weeks)--the school district will furnish $6,600 for additional supplies in compensatory elementary schools.

G. Basic Adult Education Program (36 weeks)--a program in basic adult education will be held at American Legion, Washington and Newton Booth Schools during the day and at American Legion and Fremont Schools in the evening. 140 adults will be served by this program. This program is funded under Title III of the Elementary and Secondary Education Act.

H. Reduction of Class Size (36 weeks)--the school district will be able to reduce class size at three elementary schools; Earl Warren, Lincoln, and Washington Schools to a maximum class average of 25:1. This program is funded under Senate Bill 28, 1966.

I. Demonstration Program (36 weeks)--the school district will continue in operation its demonstration program in reading and mathematics at the Will C. Wood Junior High School for students who are at least one year below grade level in reading and/or mathematics. This is an individualized program using latest and most sophisticated technical assistance. This program is funded under Senate Bill 28, 1966.

J. School Housing--the district is proposing to use funds under Senate Bill 28, 1966, to build facilities to assist in the desegregation of the Washington and Lincoln Schools. This can only be accomplished under this act if present legislation is passed.

K. Civil Rights (52 weeks)--the program of Intergroup Relations, already established, will be continued through 1967-68. This program provides for the funding of an Assistant to the Superintendent for Intergroup Relations, three certificated intergroup assistants and three non-certificated intergroup aides. It also provides the funds for a five week comprehensive workshop in intergroup relations for representatives representing each school. Also, funded under this act will be an in-service training program on intergroup relations during the school year by means of television. This program is funded under the Civil Rights Act Title IV.

L. Miscellaneous--As well, several programs are already funded or are being requested which have an indirect relationship to the compensatory program. These include such programs as those funded under the George-Barden Act, E.S.E.A. Title II, E.S.E.A. Title III, N.D.E.A. Title III, and N.D.E.A. Title V.

IV. Title I Projects and Component for 1966-1967

A. English Language Arts

High school students who are unable to read, write, and speak effectively, must of necessity have depressed educational, vocational, and personal goals. The objectives of this component are to raise all language development and communication skills and other academic skills, to improve the verbal functioning level of the students, to improve the students' self-image, to increase the students' expectations of success in school, and to raise the vocational, educational, and personal aspirations of the students. This was done by continuing a program of English Language Arts development in two public and one non-public senior high school. Appropriate special equipment and materials have been provided each of these laboratories. These include books, consumable materials, audio-visual equipment and materials, charts, manipulative materials, and diagnostic instruments to determine pupil reading and language needs. Seven specially trained teachers provided instruction to classes of twenty students who had special needs in English Language Arts.

The Director, Compensatory Education Department, was assisted in coordinating this component by the District's Program Specialist in Language Arts and by the chairman of the English Department at Sacramento Senior High School. 600 public school children and 100 non-public school children participated in this program. These were children who were potential drop-outs and possible delinquents who were not proficient in the English language. The cost of this program was $54,292.

Approximately 30 of the high school teachers working with these deprived children are taking part in an intensive five-week compensatory work shop at the present time. Representatives from each school are also involved in the Inter-group Relations Summer Work Shop. As well, the chairman of the English Department at Sacramento Senior High School and the program specialist in Language Arts carried on intensive individual and small group training sessions with all teachers involved.

No changes are anticipated in this component.

B. English as a Second Language

Children who are unable to speak English or who speak it at a minimal level are at a profound disadvantage in regular schools. The basic objective of this component was to raise the reading and language development of these children so they will be able to operate in regular classes. Other objectives of this proposal are to increase the children's expectations of success in school and to improve the verbal functioning level of the children.

A resource teacher has been provided to prepare materials for students and teachers in elementary schools and to field test the materials and methods to be used. This teacher spent most of her time working with three public and non-public elementary schools in the older part of Sacramento where there are large numbers of non-English speaking students.

The Director, Compensatory Education Department, was assisted in coordinating this component by the District's Program Specialist in Language Arts and the District's Program Specialist in Foreign Language. 129 public school and 131 non-public school children who spoke no English or a minimal amount of English were served by this program. The cost of the program was $13,043.

Several persons working in this program are taking part in the Compensatory In-Service Work Shop where a portion of the program is devoted to English as a Second Language. Several television and other programs were used on the effective use of teacher aides. As well, a resource teacher, English as a Second Language, worked intensively with individual and small groups of teachers to bring about the implementation of this program.

There will be a major change in this program next year as our hope will be to extend it into the junior high school and senior high school areas. This is necessary to insure a continuing and well developed program.

C. Reading

Students who cannot read, cannot succeed in most other academic disciplines. The objectives of this component were to raise classroom performance in reading beyond usual expectations, to improve performance as measured by standardized achievement tests, to improve performance in other skills beyond usual expectations, to improve the verbal functioning level of the children, to improve the children's self-image, to increase the children's expectation of success in school, and to effect positive behavioral changes.

In each of the thirteen public and three non-public elementary schools and two public junior high schools, there was a resource center especially equipped with books, consumable materials, charts, maps, globes, other manipulative materials, and diagnostic materials to be used to determine pupil reading and language needs. As a result of such deficiencies, these students are all too frequently mislabeled as slow learners or as mentally retarded when measured by the psychological and group intelligence tests. A reading resource teacher in each school provided specific individual or small group instruction to conform to pupils' learning style, to assist teachers, give classroom demonstrations, and provide suitable materials. These services should enable students to achieve success in all scholastic activities. Primary emphasis was on prevention rather than remediation.

The Director, Compensatory Education Department, was assisted in coordinating this component by an expert reading resource teacher who worked with all teachers, including reading teachers in all compensatory schools. He was also assisted by the District's Program Specialist in Language Arts. When additional funds became available this program was expanded to become an integral part of our Language Development Summer Program for primary students. Funds were used to reduce class size in these summer classes and provide specialized personnel to assist teachers.

1,360 public and 240 non-public students took part in this program. These were students identified as being those reading significantly below grade level. Funds expended on this program total $367,191.

An intensive program of in-service training was conducted by the District's reading resource teacher on a regular monthly basis with all reading resource teachers. These teachers in turn worked on an in-service basis with other faculty members in their own particular schools. Large numbers of these teachers are taking part in our in-service compensatory Summer Work Shop. These teachers took an active part in the in-service training program regarding teacher aides.

Major changes are anticipated in this program for next year. By using the resources of the Miller-Unruh Basic Reading Act our District will be able to provide, using District, Title I, and Miller-Unruh funds, a minimum of 24 resource teachers in the twelve compensatory schools. The summer intensification program on Language Arts will also remain an integral part of this project.

D. Reduction of Class Size

One of the most important aspects of compensatory education is to reduce the pupil-teacher ratio to provide individual attention to disadvantaged students. District policy for primary grades (1 - 3) in the Sacramento City Unified School District is a ratio of 1:30 in compensatory schools. The objective of this proposal is to reduce all other segments within the compensatory elementary schools including kindergarten, fourth, fifth, and sixth grades to a maximum ratio of 1:30. In actuality, this will mean that the average class size in all grade levels in all compensatory elementary schools will be significantly under the maximum of 30. The expectations are that this will improve classroom performance in reading beyond usual expectations, improve performance as measured by standardized achievement tests, improve classroom performance in other skills beyond usual expectations, increase the children's expectations of success in school, increase the verbal functioning level of the children, and effect positive behavioral changes.

The Director, Compensatory Education Department, coordinated this program. All the students, grades kindergarten, four, five, and six, in elementary public compensatory schools were affected by this program. The amount of funds reserved for this program was $121,661.

All teachers in elementary compensatory schools were eligible to submit application for our compensatory in-service Work Shop and one representative from each school attend our Inter-group Relations Summer Work Shop. As well, all elementary personnel took part in televised in-service training work shops featuring outstanding persons in compensatory education. They also were an integral part of our teacher aide in-service training program. No changes are anticipated in this component.

E. Teacher Aides

In each of the public and parochial compensatory schools, teachers need to give individual attention to the pupils in the class so that each child may have an opportunity for attaining maximum success. One possible approach in meeting the needs of these children lies in supplying the teacher with assistance from non-professional personnel. The objectives of this proposal were to give greater opportunities to learn, to work cooperatively with other children, to use materials and equipment with confidence, to use adults as a source of information, to improve the verbal functioning level of the children, to increase the children's expectations of success in school, and to improve the children's self-image.

Teacher aides assist teachers in carrying out routine duties such as setting up equipment, arranging and distributing supplies, arranging collections and displays, and operating audio-visual equipment. Teacher aides also assist and help individuals in small groups participate in follow-up classroom activities and during field trips. The activities described in this proposal represented a request of 44 teacher aides to serve 16 compensatory elementary schools and 5 compensatory secondary schools.

The Director, Compensatory Education Department, was assisted in coordinating this component by the District's Program Specialist in Primary Education. All children in compensatory education programs, both public and non-public, were served by this project. Funds reserved for this program totaled $103,908.

An intensive in-service training program was organized for these teacher aides. Work shops were held for teacher aides showing them how to do many of the things teachers request. As well, television programs were shown to teachers and teacher aides to show how they could better work together for the benefit of the children. No basic changes in the component are anticipated.

F. Educational Plan to Alleviate the Ill Effects of Defacto Segregation (Food Services--Lunch, and Transportation)

Compensatory education cannot be a substitute for the desegregation and integration of the schools. It is recognized that segregation is one of the fundamental factors contributing to the educational deprivation of disadvantaged children. These three components are integral to the development of a long range plan for desegregation and integration in the Sacramento City Unified School District. The objectives of this proposal are to raise educational chances for segregated children, to improve performance as measured by standardized achievement tests, to improve classroom performance in reading beyond usual expectations, to improve classroom performance and other skill areas beyond usual expectations, to improve the verbal functioning level of the children, to improve the children's self-image, to improve the health of the children, and to increase the children's expectations of success in school. Under this proposal, approximately 1,100 elementary school children were transferred during the school year 1966-1967 from five defined defacto segregated schools to schools with small ethnic imbalance. Besides transporting and transferring these students, special services using Title I funds, Economic Opportunity Act funds, and District funds were zeroed in on these transferred students. Specifically, in this proposal, four resource teachers working as a team with an elementary school counselor worked with students who have remedial, educational, and adjustment problems.

This proposal also included a small amount of funds to provide enrichment experiences by means of study trips for all disadvantaged pupils, whether they be in compensatory schoolsor whether they are being transferred to non-compensatory schools.

The Director, Compensatory Education Department, was assisted in coordinating this component by a resource teacher in reading, Program Specialist in Language Arts, Assistant to the Superintendent for Inter-group Relations, and the Staff Training Assistant. Funds reserved for this program totaled $277,398.

A most intensive in-service training program was developed for this program for children, teachers, clerks, principals, and parents. For details see appendix, Project Aspiration Report No. 1 and Project Aspiration Report No. 2.

There will be some major changes in this component for 1967-68. The Argonaut Elementary School will be closed as an elementary facility and all students attending the school will be transferred to high social-economic schools in the South Land Park District. As well, an elementary school counselor will be assigned to the Washington Elementary School which has a student population including 56% persons with Spanish surnames. This counselor will work with students, teachers, and parents to help develop and effect a meaningful desegregation plan for this school.

G. Health Services, Audiometrist

Recognizing that anything that impairs or destroys a young child's hearing or retards his early language, social, emotional, and informational growth, seriously handicaps that child's opportunities for a full and productive life, the above-mentioned proposal was made. The objectives of this project include preventing the development or progress of the disease which has already occurred, preventing the development or persistency of disability and preventing destitution and other undesirable social effects that result from hearing handicaps. The more specific objectives are the identification of pupils with hearing defects, referral of these pupils for appropriate care, and informing and counseling with parents and others concerned with the educational and vocational programs for pupils with hearing defects.

Pupils in the grades specified in both public and nonpublic compensatory schools will be tested. In addition, those pupils who are to be dispersed to other schools as part of the district's desegregation plan for the 1966-67 school year will be tested.

A fully credentialed audiometrist will do the necessary initial screening and retesting.

The Director, Compensatory Education Department, was assisted in coordinating this component by the Assistant to the Deputy for Special Services, and the Director of the Health Services Department. A total of 9,441 pupils were examined under this program. Funds reserved for this program totaled $12,043. No changes in this component are anticipated.

H. In-Service Training

In order to insure the highest qualities of instructional leadership in the field of compensatory education, the Sacramento City Unified School District will continue an intensive in-service training program for teachers, counselors, department chairmen, parents, administrators, and classified personnel. The objectives of this component are to pinpoint the ability level or range of culturally disadvantaged children, to identify instructional needs of the culturally disadvantaged student, and develop a program that will provide more effective classroom teaching, and such aid and support necessary to insure teacher's success,to develop an understanding of the disadvantaged student's environmental handicaps, and to eventually raise the educational, vocational, and personal aspirations for all students.

An in-service training program for home visitors, teacher aides, nurses, clerks, and custodians was designed to insure effective use of this personnel in the instructional program.

Three demonstration teachers worked intimately with classroom teachers to up-grade instructional techniques and to help identify instructional needs and to help establish guidelines for practical identification of ability level of culturally disadvantaged children.

A five-week summer workshop is being conducted for 150 teachers, counselors, department chairmen, and administrators who work in compensatory education schools and in receiving schools in Project Aspiration. The workshop will provide a unique opportunity for this group to identify students' ability levels, develop an understanding of the disadvantaged student's environmental handicaps, and prepare materials which can be of practical use in the classroom.

The Director, Compensatory Education Department, was assisted in coordinating this component by the Director of Staff Training and the Staff Training Assistant. The teachers of all compensatory children were involved in one or more of the in-service activities. Funds requested for this program total $123,611. No major changes are anticipated for 1967-68.

V. Proposed Title I Project Components for 1967-68

Abstract:

The Sacramento City Unified School District Title I, E.S.E.A., proposal for 1967-68 is Raising Aspirations. The basic objective of this project is through equal educational opportunity, to improve the language arts development and communication skills of all educationally deprived students, and hence, raise all other academic skills in order to raise the educational, vocational, and personal aspiration of these students so as to increase their life chance.

Equal educational opportunities mean that all students will have the same foundations for success. This means some children need extra assistance to bring them up to the starting mark and beyond. It also means that all children, majority and minority, will have the opportunity to attend integrated schools. We realize that compensatory education is not a substitute for integration. Neither is integration a substitute for compensatory education. Therefore our second basic objective is to give all students the benefits of an integrated school situation and to provide extra educational services to those students needing them.

One other basic objective is to discover the real ability of students and attempt to build on this and other positive aspects of the poverty-culture complex. Examination shows that most so-called aptitude and intelligence tests indicate a preponderance of acquired achievement factors rather than what tests hope to discover, potential for mastery of VARIOUS kinds of tests. While major emphasis will be given to preventive and corrective reading, and hence, all other skills, the curricula must not be tied by usual stimulation of verbal ability. We must attempt to find out what abilities students do have--and stimulate them.

V. A. Title: English Language Arts

Coordinator: Joseph H. Lynn, Mrs. Elizabeth Schwartz

Needs of Students:

1. Need teachers with sufficient skill and sensitivity to help them overcome their educational handicaps (584)
2. Language development and communication skills (1,168)
3. Ability to raise performance on standardized tests (1,168)
4. Individualized attention and instruction (584)
5. Development of positive self concept (584)

Objectives of Component:

1. To develop teachers with sufficient skill and sensitivity (a part of in-service training proposal)
2. To increase students' proficiency in reading, writing, and speaking above expectations.
3. To assist students to perform better on standardized tests.
4. To help develop a positive self concept.

Activities:

1. There are six English Language Arts laboratories in two public senior high schools and one non-public senior high school. Appropriate special equipment and materials have been provided in each of these laboratories. These include books, consumable supplies, audio-visual equipment and materials, charts, manipulate materials, and diagnostic instruments to determine pupil reading and language needs. Seven specially trained teachers will provide instruction to classes of 20 students who have special needs in English Language Arts.

Evaluation: (See Evaluation Plans for 1967-68 E.S.E.A. Projects)

1. The first objective will be evaluated under the in-service training provision.

   The second objective will be evaluated using pre- and post-standardized tests, diagnostic reading tests, and district instruments.

The third objective will be evaluated using standardized tests on a pre- and post-test basis, individual diagnostic tests, and developed district instruments.

The fourth objective will be evaluated by means of questionnaires regarding attitudes, attendance, and progress.

2. The major standardized test to be used will be the Metropolitan Achievement Test--Advanced Battery Reading Test. As well, the Gilmore Reading Tests and the Gates Reading Diagnostic Tests will be used for classroom use.

3. Base line data will be established on a pre-test basis using the Metropolitan Reading Test. This will be followed in the spring with a post-test using a different form of the same test.

4. There will be no adequate comparison or control group. Results will be compared with previous progress made by these students.

5. Standardized test in reading will be administered to students at all levels. These tests will be of a comparative nature and will be administered during the fall of 1967 and the spring of 1968. The test to be used will be the Metropolitan Achievement Test--Advanced Battery Reading Test. Individual diagnostic reading test, formal and informal, will be used where appropriate in the instructional program.

6. The district Research Office will analyze and report the research findings to the Board of Education and to all schools. Based on these findings, refinements in teaching these skills to these types of students in all schools, compensatory and non-compensatory, will be re-evaluated.

Criteria of Selection:

The first criteria for selection will be based upon economic need and educational need. However, we hope because of the size of our program that all students in the designated target area schools regardless of economic need will be able to be included in the program.

Amount of Time:

Each student will participate fifty minutes per day for thirty-six weeks.

Non-public Schools:

Services, equipment and materials identical to those in the public schools are supplied in one non-public secondary school. There is no difference in the amount of time available to public and non-public school pupils.

Organizing and grouping:

Students will be organized in groups for this fifty minute period on a completely heterogeneous basis. The grouping for this particular program will have no effect on their grouping during the rest of the day.

In-Service Training:

Formal meetings will be established by Mrs. Elizabeth Schwartz for all teachers teaching in this program on a continuing and regular basis. Assistance at these meetings will be given by the Program Specialist in Language Arts. As well, members of these staffs are now involved in and will be able to be involved in next summer's compensatory education work shops and the Inter-group Relations Work Shop. Special training programs will be organized for teacher aides working in this program to help them gain the necessary skills to become integral members of the staff. As well, in-service training programs sponsored under compensatory education will include English as a Second Language, Citizenship Program, and Study Trips.

Consultants:

The In-Service Training Department has been authorized the use of consultants. The greatest use of consultants will be made during the workshops. However, at other times during the year they will be available as needed.

Amount of Title I Funds:

The amount of Title I Funds requested for this program for 1967-68 are $53,871. This component provides a continuing compensatory service for children participating in exactly similar activities during 1966-67.

V. B. Title: English as a Second Language

Coordinator: Joseph H. Hynn, Jane Vinson

Needs of Students:

1. Teachers with sufficient skill and sensitivity (132)

2. Language development and communication skills (264)

3. Higher verbal functioning (264)

4. Abilities to perform better on standardized tests (264)

Objectives:

1. To increase teachers' skill and sensitivity (in-service training project)

2. To increase performance level in reading beyond expectation

3. To increase level of verbal functioning

4. To increase level performance on standardized tests

Activities:

It is the purpose of this project to develop a program for the elementary, junior and senior high schools that will provide guidance and direction to the teaching of English as a second language to those students who enroll in our schools who speak little or no English. Materials will be developed and published materials will be selected to aid the teacher and the pupil.

A teacher has been provided to prepare materials for students and teachers in elementary schools and to field test the materials and the methods to be used. This teacher will spend most of her time working with three public and non-public elementary schools in the older part of Sacramento where there are large numbers of non-English speaking students.

As well, teachers will be assigned to the Sutter Junior High School and the Sacramento Senior High School to work with students who speak no English or a minimal amount of English. The Sutter Junior High School is not a compensatory junior high school. However, almost all the non-English speaking students attending Washington School, which is a compensatory school, enroll at Sutter and then Sacramento Senior High School. Services will be discreetly furnished to students attending the Sutter Junior High School who live in the Washington attendance area. This will allow for a continual program starting at the Washington Elementary School continuing through the Sutter Junior High School and eventually ending at the Sacramento Senior High School.

Evaluation: See (Evaluation Plans for 1967-68 E.S.E.A. Projects)

1. The first objective will be evaluated under the In-Service Training Component. The second objective will be evaluated by teacher placement and by standardized

tests where applicable. The third objective will be evaluated by teacher judgment and by standardized tests where applicable. The fourth objective will be evaluated by standardized tests.

2. The measuring devices to be used will be the district level placement reading tests and the appropriate portions of the California Achievement Tests in the elementary portion and the Metropolitan Reading Test in the secondary portion. As well, district instruments will be used to obtain principal and teacher judgment.

3. Base line data will need to be established by the resource teacher as these students will be either non-English speaking or minimal English speaking. Many will also be non-readers.

4. There will be no comparison or control group. Students will be compared with their own achievement and anticipated achievement.

5. Evaluation of materials, methods employed, and the progress of students will be continuous. The effectiveness of the entire project will be based upon improvement of pupil skills in the use of English in all classes and in all areas in which reading, writing and speaking are required.

   Subjective evaluations will be sent by teachers and principals to the Research Office for analysis and reporting. California Achievement Tests will be administered on a pre- and post-program basis to students participating in grades two, three, four, five and six in the public schools. The portions of these which prove valuable during this year's evaluation, 1966-67, will be used in the evaluation for 1967-68.

6. The district Research Office will analyze and report the research findings. Based on these findings, refinements in teaching these skills to these types of students in all schools, compensatory and non-compensatory, will be re-evaluated.

Criteria for Selecting Children:

Students will be placed in this program according to the deficiency they have in speaking and understanding the English language. Our hope is that we will be able to give service to all children in the target area schools who have a demonstrable defect in this area.

Amount of Time of Participation:

Each elementary school child in this program will participate a minimum of thirty minutes per day and more depending upon his age. Junior and senior high school students will participate a minimum of fifty minutes per day with a maximum of one hundred minutes for those students severely handicapped.

Non-public School Children:

The services and materials available to public school children shall be made available to non-public school children to some extent.

Grouping of Students:

Students of necessity in this program will need to be grouped because of their deficiency in the English language. However, this will have no effect on their normal grouping during the rest of the school day.

In-Service Training:

The resource teacher for English as a Second Language will work intimately with teachers involved in the immediate program and with other teachers working with these students. Teachers are also attending or will be attending our district's compensatory and Intergroup Relations Work Shops. The district will offer a program for teachers, English as a Second Language, with Miss Jane Vinson as teacher through the Adult Education Department. A training program for specialist teachers of reading will be established during the fall. A television presentation, Total View of the Language Experience Approach, will be given during 1967-68. An In-Service Adult Education class on the Development of Visual Perceptual Abilities will be given during 1967-68.

Funds Requested:

Funds requested for this program for 1967-68 total $32,256.

Consultants:

A portion of our Compensatory Work Shop this summer is devoted to this topic. Experts in this field are engaged for this program. As well, other consultants will be available as needed during the school year. This program expands service from last year and allows a continuing program from kindergarten through the 12th grade.

V. C. Title: Reading

Coordinator: Joseph H. Lynn, Oscar Satow

Needs of Students:

1. Teachers with sufficient skill and sensitivity (1,800)
2. Language development and communication skills (1,800)
3. Higher level of verbal functioning (3,200)
4. Abilities to better perform on standardized tests (3,200)
5. Higher achievement in other skill areas (1,600)

Objectives:

1. To increase the skill and sensitivity of the teachers.
2. To increase the proficiency in reading beyond expectation.
3. To increase the verbal functioning.
4. To increase success on standardized tests.
5. To increase the achievement level in other skill areas.

Activities in Component:

1. Resource teachers reading--10 reading resource teachers will be placed at the 12 compensatory elementary schools in the intermediate grades (grades four, five, and six). Eight of these will be full time at the eight largest schools and two will be half-time at the four smaller schools. The work of these teachers will be coordinated by the district resource teacher, Mr. Satow. As well, one resource teacher will be placed at each of the two junior high schools.

2. Resource teachers--one resource teacher will be placed at each of the three non-public elementary schools to work with the students grade one - six. Their work will be coordinated by Mr. Satow.

3. Fourteen Miller-Unruh reading resource teachers will be placed in the twelve public compensatory elementary schools to work in grades one - three. One each will be placed at all schools with the exception of Washington. Three teachers will be placed at the Washington School. Funds

for these teachers will be secured from three sources: The first source will be $5,000 allocated in the district budget. $10,000 is allocated as matching funds for Miller-Unruh teachers, $5,000 of which is to go to compensatory schools, and $5,000 to Project Aspiration and non-compensatory schools. The second source of funds will be the Miller-Unruh Basic Reading Act which will pay, if present legislation is enacted, the average salary paid to teachers in California. The third source of funding will be further matching funds as needed to pay salaries from Title I. All funds not committed by Title I to this component will be spent in hiring additional resource teachers for the elementary schools.

4. E.S.E.A. Center and E.S.E.A. Materials and Curriculum Center has been established, staffed by a librarian and clerk.

5. Summer School--this component also includes funds for continuing our Summer School for Primary Children in Intensive Language Instruction in Compensatory Schools. The basic program in the summer is funded through the district but these funds allow us to reduce class size and to give materials, equipment and services that would otherwise not be possible.

6. Study Trips--a resource teacher for coordinating all study trips in the compensatory program is funded in this component.

7. Clerical Services--in this component clerical services are furnished for the Compensatory Education Department, the Research Services Department, the E.S.E.A. Library, the Special Services Department and the Personnel Department.

8. In each of the twelve elementary public schools and two junior high schools there will be a resource center especially equipped with books, consumable materials, charts, maps, globes, other manipulative materials, and diagnostic materials to be used to determine pupil reading and language needs. As a result of such deficiencies, these students are all too frequently mislabeled as slow learners or as mentally retarded when measured by psychological and group intelligence tests.

   A central instructional material center has been established and supplied with professional and district-prepared materials for classroom use. A librarian and clerk provide services to teachers. A district resource teacher coordinates the program in elementary and junior high schools. A director of compensatory education will coordinate and direct the program at all segment levels.

Evaluation: (See Evaluation Plans for 1967-68 E.S.E.A. Projects)

1. The first objective will be evaluated under In-Service Training. The second objective will be evaluated on a pre- and post-test basis. As well, other standardized and non-standardized tests will be used for instructional purposes. District instruments will be used to obtain the opinions of persons involved. The third objective will be measured by pre- and post-test data. As well, other tests will be used for instructional purposes and district instruments will be used to obtain opinions of personnel involved. Objective number four will be evaluated by using standardized tests on a pre- and post- basis. Objective number five will be evaluated by using standardized tests on a pre- and post-test basis.

2. The Stanford Achievement in Reading will be used in grades one and two, the Stanford Achievement in Reading, Language and Mathematics will be used in grade three, the California Achievement Tests in Reading, Language, and Mathematics will be used in grades four, five, and six on a pre- and post-test basis. The California Test of Mental Maturity will be given to a random selected number of students on a pre- and post-test basis. As well, District Tests for Grade Level Placement in Reading will be used. General district instruments will be used to obtain teacher, parent, pupil, and other reactions and evaluations.

3. The purposes of this studyare to evaluate how this program affects the pupils concerned in terms of the following: school attendance, attitudes and interests regarding school and standardized achievement test scores. This evaluation will be accomplished by analyzing and comparing pupil attitudes, parent opinions, teacher opinions, and the following standardized tests: Grades one and two--Stanford Achievement Test in Reading; Grade three--Stanford Achievement Test in Reading, Language, and Mathematics; Grades four, five and six--California Achievement Test in Reading, Language, and Mathematics.

4. The district Research Office will analyze and report the research findings. Based on these findings, refinements in teaching these skills to these types of students in all schools, compensatory and non-compensatory, will be re-evaluated.

Selection of Children:

The children will be selected based on their apparent economic deprivation and their educational deprivation. We anticipate that all the elementary children needing this assistance in compensatory schools will be served by this project. However, only approximately one-half of the 582 junior high school students eligible for this program will receive services. However, a large portion of these other junior high school students will receive services under the demonstration program at Will C. Wood Junior High School.

Time Involved:

Each child will participate in this program for a minimum of thirty minutes per day. This will be expanded for older students who are able to profit from a longer period of time. Junior high school students will be involved in the program fifty minutes per day.

Non-public School Children:

Reading resource teachers will be assigned to non-public schools. There will be no difference in the amount or saturation of services between the non-public and public schools with the exception that Miller-Unruh teachers will not be able to be placed at non-public schools.

Organization of the Children:

Children will participate in this plan as needed. This will not have any bearing or effect on their placement in our regular non-graded elementary school program.

In-Service Training:

Teachers have the opportunity of enrolling in our Summer Inter-group Relations and Compensatory Education Work Shops. Several television programs related to teacher aides and other facets of English language training will be presented during the coming year. All teachers in all compensatory elementary schools will have the services of the three demonstration teachers who will spend anywhere from one to three days with individual teachers giving them the benefit of their expertise in materials and methods. As well, the district, through the Compensatory Education Department, is planning in-service training programs in the following areas: teacher aides, English as a Second Language, Health Services, Citizenship Program, Specialist Teachers of Reading, and Safety Programs. The District In-Service Training Department is preparing programs in the following:

a Developmental Kindergarten Program, Total View of the Language Experience Approach (television), Art Experience for Young Children, Kindergarten-Primary Math, Extended Readiness Program for First Year Primary Pupils, Development of Visual Perceptual Abilities, Orientation to New English Text, English Framework, and other related topics.

Title I Funds:

The amount of Title I funds reserved for this program is $260,175.

Consultants:

Our Title I funds reserve approximately $4,500 for consultant services. The bulk of these consultant services are furnished during our Compensatory Work Shop. However, funds are available to bring in persons during the school year as needed.

This program will offer the same services to students as was presented last year with the difference being greater saturation of service.

V. D. Title: Reduction of Class Size

Coordinator: Joseph H. Lynn

Needs of Students:

1. Teacher with sufficient skill and sensitivity (687)

2. Language development and communication skills (942)

3. Reinforcement of other skill areas (1,374)

4. Higher verbal functioning (1,374)

5. Abilities to perform better on standardized tests (942)

Objectives of Component:

The specific objectives of this component will be to reduce class size in the kindergarten and grades four, five, and six to a maximum size of 30:1. This in effect will have a direct bearing on attacking the needs of the children as outlined.

Activities:

Recent legislation has mandated that class size in primary classes, grades one through three, be reduced so that in the near future the class maximum will be 30 pupils per teacher. Every effort is being made to reduce the class size in upper grades and kindergarten so that these classes also will not exceed 30 pupils per teacher. The district policy for primary grades in compensatory elementary schools is a maximum of 30. Teachers necessary to bring about this reduction are a part of the regular general fund budget. This project will make possible the reduction of class size so that all elementary classes in compensatory schools will not exceed 30. Many types of class organization such as use of related groups in certain subject areas, team teaching, use of teacher aides, and the like also will be used to reduce the size of classes to make the instruction more effective.

Evaluation: (See Evaluation Plans for 1967-68 E.S.E.A. Projects)

1. The statistical report will be made showing what reduction in class size has been accomplished. Teachers in the schools in which class size is reduced will make subjective evaluations concerning the effectiveness of the reduction of class size and the facets of the program that were most beneficial for aiding them in providing optimum programs for instructing children. Comparisons will be made between past performance and performance in smaller classes on the basis of standardized test scores. The testing rationale and procedures for activity 116, Reading, which has already been outlined, will also apply to this activity.

2. The district Research Office will analyze and report the research findings to the Board of Education. Based on these findings, refinements in teaching these skills to these types of students in all schools, compensatory and non-compensatory, will be re-evaluated.

Criteria for Selection:

All students in kindergarten and grades four, five, and six and all public compensatory elementary schools will be affected by this program.

Amount of Time:

Each child will participate in this on a full day basis for the whole school year.

Non-Public School:

This is not applicable to non-public schools as there is no way for the applicant to provide opportunities for their participation in this activity.

Organization of Children:

All of our compensatory schools will be on a non-graded program for the school year 1967-68. This will allow for pupil progress to be implemented in the highest degree.

In-Service Training Activities:

The in-service training activities related under Activity 116, Reading, also apply to this component.

Title I Funds:

Title I funds requested for this component are $129,123.

Educational Consultants:

The plan for Educational Consultants outlined under Reading also apply to this component.

This is a continuation of an on-going program.

V. E. Title: Teacher Aides

Coordinator: Joseph H. Lynn, Louise Leoni

Needs:

1. Language development and communication skills (2,582)
2. Skills in other academic areas (1,291)
3. Individualized attention and instruction (2,582)

Objectives:

1. To assist teachers in individualizing pupil instruction.
2. To effect a positive change in pupil reading.
3. To effect a positive change in other skill areas.
4. To increase the verbal functioning of students.

Activities:

In each of the public and non-public compensatory schools, teachers need to give individual attention to the pupils in the class so that each child may have opportunity for attaining maximum success. One possible approach in meeting the needs of these children lies in supplying the teacher with assistance from non-professional personnel. Teacher aides would assist teachers in carrying out routine duties such as setting up equipment, arranging and distributing supplies, arranging collections and displays, and operating audio-visual equipment. Teacher aides would also assist in helping individuals and small groups participate in follow-up classroom activities and during field trips. The activities described in this proposal represent a request for thirty-eight teacher aides to serve sixteen compensatory elementary schools and five compensatory secondary schools.

Evaluation: (See Evaluation Plans for 1967-68 E.S.E.A. Projects)

Since the teacher and the teacher aide serve as sources of information, and since they work together to make use of an increased number of media, it would be logical to expect the children to show increased learning and to experience greater success in school. Thus, it is anticipated that pupils will have greater opportunities to learn to assume responsibility for specific tasks, to work cooperatively with other children, to use materials and equipment with confidence, and to use adults as a source of information. The effectiveness of the program will be evaluated in terms of questionnaire items incorporating goals and specific functions. Teachers in the compensatory schools will respond to the questionnaire. Standardized test data under Activity 116, Reading, will be an integral part of the evaluation of this activity.

Any significant information or research findings will be reported to the school board in the district and will be made available through the Research Office and reported to all schools in the district for their use.

Criteria for Selecting Children:

All students will be affected by this component. Because of our non-graded structure and because of our exchange classes, every student will come in contact with the teacher aide in the elementary compensatory schools and students in the junior and senior high schools taking part in the specialized programs will be working with these aides.

Amount of Time:

Assistance from teacher aides will provide children with classroom services that will be reflected in flexible organizational patterns and the carrying out of necessary routine under the direction of the professional teacher. Such services will be provided as necessary to large and small groups as well as individuals throughout the school year.

Non-Public Schools:

One teacher aide will be assigned to each non-public school to work with the resource teacher and with the other teachers in the compensatory phases of the program.

Organizing of the Children:

Children will be organized in their regular non-graded elementary structure.

In-Service Training:

A special program of in-service training work shops will be organized for teacher aides during the school year 1967-68.

Title I Funds:

Title I funds requested for this program are $132,761.

Consultants:

Consultants or para-professionals will be a part of our compensatory work shop.

This program is an extension of our regular program now in operation.

V. F. Title: An Educational Plan to Alleviate Defacto Segregation (Food Services--Lunch, and Transportation)

Coordinator: Joseph H. Lynn, Dr. Ervin Jackson, Mr. Frank Schimandle

Needs of Students:

1. Attend segregated schools (1,270)
2. Teachers with sufficient skill and sensitivity (635)
3. Classroom performance below level in reading (584)
4. Achievement below grade level and other skill areas (584)
5. Poor performance in standardized tests (584)

Objectives:

1. To integrate students
2. To increase sensitivity and skill of teachers

3. To increase performance in reading beyond expectations

4. To increase achievement in other skill areas

5. To increase verbal functioning

6. To increase performance on standardized tests.

Activities:

1. 1,270 children attending defacto segregated schools will be or have been transferred to schools with low numbers of minority pupils.

2. Six reading resource teachers will be assigned to these 19 receiving schools. As well, four Miller-Unruh Reading Specialists funded through the Miller-Unruh Basic Reading Act and school district funds will serve four Project Aspiration schools.

3. Two elementary counselors will be assigned to work at the 19 receiving schools and one elementary counselor will be assigned to the Washington Elementary School. This counselor will be Spanish speaking and will assist parents, teachers and students in their understanding for and need to develop a workable desegregation plan for this school. Their primary service will be concerned with the educational and social adjustments students make to their new school situation. They will work with students and parents in the school and in the field. They will also be charged with exploring literature in the field in an attempt to discover meaningful measuring devices which will give a direct and an accurate picture of deprived children's ability. No Title I, Elementary and Secondary Education Act, funds will be used to place or replace students under this proposal in any special complex of adjustment classes. These persons' responsibility will be to direct a team of resource teachers in cooperation with school personnel to help achieve the educational and social adjustment of students who exhibit problems in these areas.

4. Study trips will be made available for students attending Project Aspiration Schools on after school basis and on weekends.

5. Lunch will be provided for students in this activity who are deprived and where no other source of funds are available.

6. Transportation: Transportation services will be furnished to all students who live beyond the district

policy limits for walking. As well, late buses will serve the Project Aspiration Schools to insure that all students may be able to take advantage of regular after school community and school sponsored activities. The buses will also service the study centers which will be organized in the American Legion and Argonaut School areas.

7. All students from the sending schools will receive audiometric services on a discreet basis.

8. At its regular meeting on April 25, 1966, the Board of Education of the Sacramento City Unified School District adopted a plan to provide the beginning of an educational program for the alleviation or elimination of the adverse effects of defacto segregation in the schools. During 1966-67, students who formally attended the American Legion Elementary School were assigned to other schools in the district which have a small percentage of ethnic minority pupils. Kindergarten pupils at Argonaut School and some kindergarten through sixth grade pupils at Camellia, Donner and Elder Creek Elementary Schools were assigned to other elementary schools. This is a short-range plan. During the school year, 1967-68, the district, under the leadership of the superintendent, will develop a long-range plan to solve this problem. Other necessary supported personnel and services are included in this activity.

Evaluation: (See Evaluation Plans for 1967-68 E.S.E.A. Projects)

Effects of desegregation efforts

1. Experimental and control group comparison

   a. Comparing pupils moved from Camellia, Donner, and Elder Creek and students remaining in these three compensatory schools classified as defacto segregated.

   b. Employing standardized test results

      (1) Ability and Achievement--including the Stanford Achievement Test, Total Reading, grades two and three

      (2) California Achievement Test, grades four, five, and six in reading, arithmetic and language

      (3) The California Test of Mental Maturity grades four, five and six

2. Follow-up of other integrated pupils

   a. Integrated projects pupils transferred from defacto segregated schools no longer in existence (group B)

   b. Integrated resident pupils previously attending schools to which pupils from defacto segregated schools were sent (group C)

   c. Effects of this project on pupils of groups B and C are to be assessed as follows: Standardized Achievement Testing conducted as a pre- and post-test basis in grades two and three and outlined above; attendance data for 1967-68 and 1966-67; teacher assessments of pupil attitudes and interest concerning self, school, and other pupils.

3. Parent opinions on the effects of this program on integrated project pupils will be gathered by means of a questionnaire.

4. Food Services--Lunch

   a. Statistical information regarding the number of integrated project pupils to be served free lunches during the 1967-68 school year, the number of lunches actually served, and the cost of such a program.

5. Transportation Services

   a. Statistical report of the study trips accomplished and the number of pupils involved in Project Aspiration and the total Compensatory Education Program.

   b. Statistical information regarding the number of pupils transported daily to and from school under Project Aspiration.

6. Summary

   Three groups will be studied in relationship to school attendance, attitudes and interests of pupils, and standardized achievement test scores. One group will be an experimental control study matching students being transferred from Donner, Elder Creek and Camellia with students remaining at these schools which have been defined as defacto segregated. The second group will consist of students transferring from the Argonaut Elementary School to Alice Birney, Bear Flag, John Cabrillo, and Sutterville Elementary Schools. The third group will consist of students going to Alice Birney, Bear Flag, John Cabrillo, and Sutterville Schools who would normally be members of these student bodies. The district Research Office will analyze and report the research findings. Based on these findings, refinements in teaching these skills to these types of students in all schools, compensatory and non-compensatory, will be re-evaluated.

Criteria for Selection of Pupils:

Pupils selected are those attending defacto segregated schools in Sacramento. With the start of the school year 1967-68, we will have three less schools defacto segregated by Board definition. The concentration of desegregation will be materially reduced at two other schools. Please see Project Aspiration Report No. 1 and Project Aspiration Report No. 2 in the Appendix.

Amount of Time:

Each pupil transferred to a receiving school is now a member of that school on a permanent basis.

Non-Public Schools:

This program does not affect non-public schools.

Organization of Children:

Most of the schools that children are being transferred to are on a non-graded plan. This means that students will be able to proceed at their own rate without being grouped in an unnatural manner.

In-Service Training Activities:

Please refer to Project Aspiration Report No. 1 and Project Aspiration Report No. 2 in the Appendix.

Title I Funds Requested:

Title I funds requested for these projects are as follows: An Education Plan to Alleviate the Ill Effects of Defacto Segregation, $130,280; Food--Lunch, $25,942; Transportation, $186,611.

Educational Consultants:

Educational Consultants are used in a massive manner in our Inter-group Relations Work Shop and our Compensatory Work Shop. Other consultants are used for specific in-service training meetings with school personnel. Please see Project Aspiration Report No. 1 and Project Aspiration Report No. 2 in the Appendix.

V. G. Title: Audiometric Services

Coordinator: Joseph H. Lynn, Dr. Gordon Mannerstedt

Needs:

Need for good health as evidence by proper hearing (4,800)

Objectives:

1. The identification of pupils with hearing defects.

2. Referral of these pupils for appropriate care.

3. Informing and counseling with parents and others concerned.

Activities:

Recognizing that anything that impairs or destroys a young child's hearing or retards his early language, social, emotional and informational growth seriously handicaps that child's opportunities for a full and productive life, the following audiometric services project is included in this proposal. The overall objective of this project has three major aspects; preventing the development or progress of disease which has already occurred, preventing the development or persistency of disability and preventing the dependency, destitution and other undesirable social effects that result from hearing handicaps. The more specific objectives are the identification of pupils with hearing defects, referral of these pupils for appropriate care, and informing and counseling with parents and others concerned with the educational and vocational programs for pupils with hearing defects.

Pupils in the grades specified in both public and non-public compensatory schools will be tested. In addition, those pupils who are to be dispersed to other schools as part of the district's desegregation plan for the 1966-67 school year will be tested.

A fully credentialed audiometrist assisted by a clerk-typist will do the necessary initial screening and re-testing.

Evaluation: (See Evaluation Plans for 1967-68 E.S.E.A. Project)

This activity will be evaluated on the basis of data accumulated during the school year as follows:

1. The number of pupils by grade and school who were screened initially, those requiring two retests, and those referred for otological examination after conferencing with the parents.

2. The number and kinds of educational recommendations made available to instructional personnel as a result of this activity.

3. The number and kinds of referred cases, as to the nature of the findings and the dispositions of the cases.

4. The number and kinds of non-handicapping hearing loss cases not referrable to other health agencies but who are to be followed closely by health services department throughout their school experience.

The evaluation report will be submitted to the deputy superintendent's cabinet for inclusion in the overall evaluation report prepared for the board of education.

Criteria for Selecting Children:

All children in the specified grade areas will be tested.

Amount of Time:

All pupils in specified grades will participate in the initial screening for an average maximum of twenty minutes. Inasmuch as the retesting, conferencing with parents and teachers, consulting with specialists are depended upon the nature of each case, no amount of time can be listed that would have meaning.

Non-Public School Children:

There is no difference in the amount of time available to the public and non-public school pupils.

Organizing of Children:

This program will have no effect on the organization and grouping of children except as it might be related to definite findings of misfunctions or malfunctions in hearing.

In-Service Training:

The audiometrist will meet with individual and small groups of teachers to discuss the results of the tests.

Amount of Title I Funds:

Title I funds requested for this program total $12,695.

Educational Consultants:

None

This is a continuation of program in operation, 1966-67.

V. H. Title: In-Service Training

Coordinator: Joseph H. Lynn, Fred Stewart, Frank Schimandle

Needs:

Teachers with sufficient skill and sensitvity (2,518)

Objectives:

To increase the skill and sensitivity of teachers so that the education of deprived children in reading, other skill areas, verbal functioning, may be increased.

Activities:

In order to insure the highest qualities of instructional leadership in the field of compensatory education, the Sacramento City Unified School District will conduct an intensive in-service training program for teachers, counselors, department chairmen, parents, administrators, and classified personnel in the following areas during the 1967-68 school year.

1. In order that teachers and administrators can pinpoint the ability level or range of culturally disadvantaged children, programs will be developed involving consultants, television panels, workshops, and study groups, to establish guidelines for identification. This project will involve all teachers, counselors, department chairmen, and administrators in compensatory education schools and selected teachers from receiving schools in the district's "Project Aspiration" program.

2. Since trained and competent personnel are of vital necessity to a vigorous program of action, a concentrated effort will be made to identify the instructional needs

of the culturally disadvantaged student and develop a program which will provide more effective classroom teaching and such aid and support necessary to insure a teacher's success. This activity will propose the use of three demonstration teachers to work intimately with classroom teachers to upgrade instructional techniques.

3. An in-service training program for teacher aides, nurses, clerks and custodians has been designed to insure effective use of this personnel in the instructional program.

4. A five-week summer workshop will be designed for 150 teachers, counselors, department chairmen, and administrators who are working in compensatory education schools. The workshop will provide a unique opportunity for this group to identify student ability levels, develop an understanding of the disadvantaged student's environmental handicaps and prepare materials which can be of practical use in the classroom.

5. Some specific examples of some programs are listed below:

   Compensatory sponsored: Teacher Aides, Study Trips, English as a Second Language, Bus Matrons, Health Services, Mini-Approach to Teaching, Citizenship Program, Specialist Teachers of Reading, Safety Programs for Bus Matrons.

   District sponsored: Developmental Kindergarten Program, Total View of the Language Experience Approach, Art Experience for Young Children, Kindergarten-Primary Mathematics, Extended Readiness Program for First-Year Primary Pupils, Development of Visual Perceptual Abilities, Crafts in Elementary School, Family Life, Family Life Workshop, Family and Consumer Education, Outdoor Education.

Evaluation: (See Evaluation Plans for 1967-68 E.S.E.A. Projects)

Teachers, counselors, department chairmen, and administrators will be surveyed by means of comprehensive questionnaire to identify the value of each program proposed by In-service Training. The proof of success in our In-service Program is the change that takes place in our students. Therefore, the basic evaluation program outlined under Reading and An Educational Plan to Alleviate Defacto Segregation must become an integral part of the evaluation of this activity.

Criteria for Selecting Children:

All teachers in compensatory schools will be taking part in certain of the In-service Programs. Most others will be taking part in the remaining.

Amount of Time:

This will be a full year program on a continuing basis.

Non-Public Schools:

All proposed programs for In-service Training, demonstration teachers, and the Summer School Workshop will be made available to the non-public school personnel.

Plans for Organizing Children:

Not appropriate.

In-Service Training Activities:

See Activities.

Title I Funds:

Title I funds requested for this program total $111,286.

Educational Consultants:

Educational consultants will be used extensively in this program. $4,500 is directed for use in the In-service Training Program for educational consultants. They will be used during the school year and during the summer workshop.

This is a request for continuing an on-going program.

VI. Duties and Responsibilities of Personnel

A. Project Directors, Supervisory Staff, Teachers

Joseph H. Lynn, Director, Compensatory Education Department $17,147.00

This person will serve under the direction of the two segment assistant superintendents and will provide leadership and administrative direction for all phases of the district's compensatory education activities. He is designated as the contact person with the Office of Compensatory Education, California State Department of Education. He has the direct administrative responsibility for all compensatory elementary schools in the district and direct administrative responsibility for all compensatory programs at other levels and in other schools. He shall work cooperatively with the Planning and Research Office in the development and in carrying out of evaluation studies needed to meet the requirements of the various projects.

Henry J. Moeller, Director, Budget (30 per cent) $ 4,467.00

He shall assume responsibility in cooperation with the Business Services Office for making reimbursement claims to appropriate state and federal offices. He will work cooperatively with the Budget Office in the preparation of the annual budget to insure inclusion of appropriate allocations, to implement approved projects, and to keep the Budget Office informed regarding the expenditures and reimbursements that can be expected of various projects.

Fred Stewart, Director, Staff Training Services (50 per cent) 8,574.00

This person will organize and direct all in-service training programs for both certificated and classified employees which will assist them to work more effectively with disadvantaged children. He will be responsible for overall planning of the in-service workshop. This person will be responsible for coordinating in-service training in Compensatory Schools and Project Aspiration Schools with an overall in-service training program in operation in our school district.

Frank J. Schimandle, Staff Training Assistant (50 per cent) 7,356.00

This person will assist the Director of Staff Training Services in organizing and supervising in-service training programs for both certificated and classified employees which will assist them in working more effectively with disadvantaged children. He shall direct, guide, and coordinate the work of the three demonstration teachers.

Project Assistant (6 weeks) $ 1,500.00

This person will assist the Director, Compensatory Education Department, in writing, compiling, and distributing reports and applications to various agencies, and will be the contact person for all programs when the director is not available.

Supervisor, Primary Summer School 1,200.00

This person will be responsible for the coordination of our expanding reading program which will be re-emphasized in our Summer School Reading Program for Compensatory Primary Students.

Resource Teachers, Demonstration Teachers (3)

These teachers will work under the direction of the Director of Staff Training Services in implementing our year-round in-service training program in both public and parochial shcools. They will assist teachers in improving their competence in working with disadvantaged children by conducting demonstrations and small-group in-service training sessions, observing teaching practices and suggesting techniques for improvement, selecting and assisting in the development of appropriate teaching materials, and by assisting in conducting the summer workshop for certificated personnel.

Resource Teachers, English as a Second Language (3)

These teachers will prepare materials for students and teachers in elementary and secondary schools and field test the materials and methods used. They will develop a program for schools that will provide guidance and direction to the teaching of English as a second language to those students who enroll in schools who speak little or no English. In the elementary segment, the teacher will spend the majority of her time working with three public and non-public elementary schools in the older part of Sacramento where there are large numbers of non-English speaking students. In the secondary field, teachers will be assigned to Sutter Junior High School and Sacramento Senior High School.

Resource Teachers, English Language Arts (7)

These teachers will be assigned to specially equipped language arts centers in the secondary compensatory schools, both public and parochial. They will provide laboratory experiences to disadvantaged pupils whose remediation is not considered severe in speaking, listening, reading, and writing.

Resource Teachers, Reading (14)

These reading resource teachers will be funded by 3 sources; Miller-Unruh, District ($5,000), and Title I. One will be assigned to each public elementary compensatory school with the exception of Washington where 3 will be assigned. They will work with primary teachers and students to prevent reading disabilities from occurring and will work with small groups who have evident disabilities.

Resource Teachers, Reading (19)

These teachers will be assigned to all elementary and junior high compensatory schools, public and non-public, and six will be assigned to receiving schools in Project Aspiration. They will work with groups of eight to ten selected students who are seriously retarded in reading for twenty to forty mintues daily in specially equipped reading centers. They will provide specially equipped individual or small-group instruction to conform to pupils learning styles, to assist teachers, give classroom demonstrations, and provide suitable materials.

Resource Teachers, Reduction of Class Size (14.5)

These teachers will be hired to reduce class size in kindergarten, fourth, fifth, and sixth grades in compensatory schools to a maximum of 30.

Resource Teacher, Specialist in Reading (1)

	Oscar Satow	$12,316.00

This person will work under the direction of the Director of Compensatory Education and will coordinate the reading program for disadvantaged children at the elementary and junior high school levels in both public and parochial schools. He shall hold regular meetings with reading and other teachers to help them keep abreast of the newest ideas and findings in reading. He shall serve as a demonstration teacher working specifically in classrooms over fifty per cent of the time in assisting individual teachers with their problems in teaching reading.

Resource Teacher, Study Trips (1)
Michael Berrigan $ 8,036.00

This teacher will be assigned to arrange for field trips, prepare study guides, and assist classroom teachers in making educational field trip experiences meaningful to disadvantaged pupils at all grade levels in both public and parochial schools. He will specifically be charged with arranging and directing study trips for students transferred from defacto segregated schools under Project Aspiration.

B. Certificated Personnel, Other

Counselor, Elementary (3)

The elementary school counselors will be assigned to the receiving schools in Project Aspiration and Washington School. Their primary service will be concerned with the educational and social adjustment students make to their new school situation. They will work with students and parents in the school and in the field. They will also be charged with exploring literature and the field in an attempt to discover meaningful measuring devices which will give a direct and accurate picture of deprived children's ability.

No Title I, Elementary and Secondary Education Act, funds will be used to place or replace students under this proposal in any special complex of adjustment classes.

These persons' primary responsibility will be to direct a team of resource teachers in cooperation with school personnel to help achieve the educational and social adjustment of students who exhibit problems in these areas.

Audiometrist (1)

The audiometrist will test the hearing of all pupils in grades specified in both public and non-public compensatory schools. In addition, she will test those pupils who are dispersed to other schools as part of Project Aspiration. She will individually re-test those pupils showing hearing problems and will identify pupils with hearing defects, referring them for appropriate care and informing and counseling with parents and others concerned with the educational and vocational programs as necessary.

Librarian (1)

This person will staff the Elementary and Secondary Education Act Title I reading and language arts library at the school district's Curriculum Development Center. She will assist in the ordering and processing of books and other materials purchased for our compensatory program. She will serve as a resource in materials to all teachers in all compensatory schools at all levels.

Research Assistant (1)

This person will serve under the immediate supervision of the Director of Educational Research Services and the general direction of the Assistant Superintendent of Planning and Research Services. He will conduct studies that relate to the evaluation of educational programs in all compensatory projects. He will analyze and interpret the results of tests administered in connection with the program of evaluation. He will conduct necessary studies of population characteristics to identify patterns and trends as a basis for planning compensatory programs. He will recommend, devise, and install procedures for proposed studies; develop and work with a technical staff on programming and machine processing of data; prepare and analyze quantitative and qualitative statistical data and prepare or assist in preparation of interpretive reports and graphic presentations of research material; recommend additional uses of existing data, modifications of procedures, and innovations of methods; and perform related duties as required.

Demonstration Teacher (1) Summer

One demonstration teacher to work four and one-half hours per day for 39 days to assist in planning for the orientation and in-service training sessions and to assist and demonstrate effective team teaching practices in the six Compensatory Schools and the seven Receiving Schools during the Primary Summer Reading Program.

Nurse, Summer School (1)

One nurse will be hired to handle all health problems of students attending Compensatory Primary Summer Schools. This person will be hired for three and one-half hours per day for twenty-nine days.

Teacher Librarians (2) Summer School

These persons will be hired for three and one-half hours per day for thirty-one days to train the Neighborhood Youth Corp Library Clerks and teacher aides in the effective use of materials and to travel among the Compensatory Schools to assist in providing the needed library service.

Curriculum Specialists (3)

These persons would be charged with developing specific materials for Compensatory Schools and receiving students in Project Aspiration, as well as for the Primary Compensatory Summer Program. These are part time positions from April 15 through August 31, 1968.

C. Non-Certificated Personnel

Accounting Technicians (2)

These persons will serve in the Business Services Office and will perform accounting and auditing functions in connection with Title I Project. They will assist with the development of statistical and accounting data and reports which reflect accounting information for the revenue and expenditure of funds for Title I projects and programs; examine purchase requisitions for equipment, supplies, or expenses, and process all legally authorized requests; maintain a variety of accounts and records of department property, services, and activities; prepare financial statements for various federal funds and accounts; schedule, index, and file bills, vouchers, and other documents; perform a variety of difficult clerical work involving the use of a typewriter, adding machine, and calculator; answer telephone inquiries regarding financial information and status of Title I fund accounts; and perform related duties as required.

Buyer II (1)

This person will work in the Purchasing Department to perform the more responsible technical work involving the procurement of complex groups of materials, supplies, and equipment. He will receive, examine and process requisitions for complex groups of materials, supplies, and equipment; prepare bid specifications and assist in the negotiation of contracts; compare costs and evaluate the quality and suitability of materials, supplies, and equipment; investigate and recommend on sources of supplies; check vendor's compliance with legal requirements, maintain price and cost records on a variety of supply items and revise as necessary; analyze requisitions and make recommendations as to materials, supplies, and equipment which should be purchased on a contract basis; follow up purchase orders to insure receipt of proper quality and quantity on specified delivery dates; and perform related duties as required.

Clerk II (E.S.E.A. Library and Materials Center) (1)

This person will provide all necessary clerical assistance for the operation of the E.S.E.A. Library and Materials Center.

Clerk II, Special Services Office (1)

This person will provide all necessary clerical assistance for implementing Title I services.

Clerk II, Transportation Services (½)

This person will provide all necessary clerical assistance for implementing Title I services.

Clerk II, Primary Summer School

This person will be employed six hours per day for thirty-five days to provide all necessary clerical assistance for the Compensatory Reading Primary Summer Program.

Clerk II - Audiometrist (1)

This person will provide all necessary clerical assistance for the operation of the health services (audiometrist) activity.

Clerk II - Audio-Visual (1)

This person will provide all necessary clerical assistance for the operation of the audio-visual office relative to Title I projects.

Clerk II - Personnel (1)

This person will provide the necessary clerical assistance for the Personnel Services Office in implementing Title I services.

Clerk II - Research (1)

This person will give assistance to the Research Assistant who will have the primary responsibility for the on-going statistical evaluation of our compensatory program.

Employees in this class perform a wide variety of duties which require the exercise of judgement and discretion. They may work in a situation where there is a clerical supervisor and where procedures and methods are prescribed, or they may work in an office where they are the only clerical employee and must determine when and how tasks are to be accomplished. Following initial instructions and within the scope of the assignment, employees in this class are expected to exercise good judgement and discretion in handling problems which may arise. They may have considerable contact with students and teachers.

Drivers, Bus, II (16)

Under general supervision, to operate a large school bus over designated routes to transport students to and from school implementing Project Aspiration. Drives a bus daily over designated routes in accordance with time schedules, picking up and discharging students; escorts students across the street, stopping traffic when necessary; may transport students and teachers on field trips to various locations, choosing the best route and meeting time schedules for departure and arrival; services buses and carryall vans with gas and oil and checks tires and battery;

keeps exterior and interior of vehicles clean and assists in maintaining vehicles in safe operating condition; keeps records of mileage, fuel, and oil, and prepares reports of driving hazards and incidents; and performs related duties as required.

Head Driver (1)

This person will be in direct charge of all transportation activities under Title I proposals. He will supervise all bus drivers in carrying out all duties enumerated. He will work under the Director, Compensatory Education Department, and will maintain and submit all records requested. He will work with the study trip resource teacher in the planning and implementing of study trips.

Key Punch Operator, Management Information Services (1)

This person will provide the necessary clerical assistance for short term and longitudinal study of Compensatory Education and Project Aspiration.

Personnel Technicians (2)

Under general supervision of the assistant superintendent, Personnel Services, to perform complex clerical and technical work involving research, analyses, tabulation, and the preparation of detailed statistical personnel reports; and to maintain the table of authorized positions for centralized budgetary control of positions.

Compiles and organizes data and reports on a variety of personnel transactions, practices, and procedures, and prepares statistical reports for the assistant superintendent, Personnel Services; prepares personnel transactions items for board agenda and official letters of notification to affected personnel regarding action by the board; assists in the preparation of certificated class specifications; answers questionnaires relating to personnel policies, fringe benefits, and salaries; conducts special investigations and studies and gathers, tabulates and analyzes data for the preparation of reports; maintains budgetary table of authorized positions for both certificated and classified positions; checks budgetary authorization for new positions and refers questionable items to the assistant superintendent, Personnel Services; receives and distributes authorized requisitions to proper persons for recruitment and employment of needed employees; answers questions and gives information relating to the Personnel Services Office procedures and policies, in person and by telephone; operates a typewriter, adding machine, and calculator in the course of the work; and performs related duties as required.

Programmer (2)

These persons will work under the direction of the Dicector of the Management and Information Services Department. They will be responsible for all electronic data processing programming resultant from Compensatory Programs.

Under direction, to participate in the initial planning and writing of programs for major projects to be processed by an electronic data processing machine and related equipment; to make necessary program tests, revisions, and corrections; to write procedures for electronic data processing machines and supporting equipment; and to do other work as required.

Participates in the review and definition of problems, with particular emphasis on the program assigned; prepares block diagrams to indicate operations to be performed from initial stages to completion of the job; develops detailed flow charts for logical machine operation; translates flow charts into coded instructions for movement of data in the data processing machine; checks programs to ensure flexibility, efficient machine utilization, and dependable results; prepares operation instructions and procedures; on occasion, operates the console in processing programs; trains personnel in console operation; and performs related duties as required.

Secretary, Budget Office, 50 per cent of time (1)

This person will handle all necessary clerical and stenographic work in the Budget Office which is due to the Compensatory Program.

Secretary I, Compensatory Education Department (1)

This person will give all needed clerical and secretarial assistance for the operation of the Compensatory Education Department.

Secretary I, In-Service Training (1)

This person will provide all necessary secretarial and clerical assistance in the in-service training component.

Under general supervision, to act as secretary to an administrative official at the school district offices; to perform a wide variety of difficult clerical duties, some of which involve taking shorthand notes and transcribing them on a typewriter; and to perform tasks which require the use of a typewriter.

The performance of secretarial and clerical duties assigned to a Secretary I requires that the employee possess a thorough knowledge of the rules, regulations, and policies of the school district, the ability to apply this knowlege in answering questions directed to the administrator's office, and to complete independently a variety of difficult clerical tasks. Duties are assigned with only general instructions of procedures to be followed and the results expected; and these results are usually reviewed only on completion of the assigned tasks.

Teacher Aides (38)

Teacher aides will assist teachers in clerical record keeping, preparing materials, and in the overall guidance of students' activities involving games, arts and crafts, and various recreational activities. They will assist teachers in helping individuals and small groups participate in follow-up classroom activities and during field trips.

Teacher Aides, Primary Summer School (36)

Teacher aides will assist teachers in the Primary Summer School for Compensatory Schools in clerical record keeping, preparing materials, and in the overall guidance of students' activities involving games, arts and crafts, and various recreational activities. They will assist teachers in helping individuals and small groups participate in follow-up classroom activities and during study trips.

Bus Matrons (16)
Walking Matrons (5)

While the emphasis for these employees will be on safety, there are many other important jobs they will do:

1. They will supervise students on the bus and those walking and help teach them proper behavior.

2. They will help students, especially younger ones, to keep track of their personal and school belongings; thereby, help teach these students responsibility and respect for property.

3. They will supervise students at bus stops and getting on and off buses and those walking; thereby, teach these students manners and self-control.

Custodians, ½ time (7)

Switchboard Operator (½)

This person is to relieve switchboard from responsibility of Title I business. This funding pays for all district office telephone expense for Title I.

D. Parents:

All bus matrons and teacher aides are being hired from target areas. They are parents wherever possible.

VII. Equipment, Facilities and Instructional Supplies Acquired with Title I

A.	Equipment	1965-1966	$373,670
		1966-1967	118,650

B. Equipment to be purchased in 1967-68 with unit cost of $100 or more:

11 - 54 passenger buses (second year lease purchase)

1 - 79 passenger bus (second year lease purchase)

2 - 12 passenger vans (second year lease purchase)

Transportation Cost	$36,110
Additional Computer Core (third and final year lease purchase)	1,514

The buses are to be used in our desegregation project and for study trips. The computer core is to extend our research capabilities for Title I projects.

C. Total amount in 200 (other) Category for 1966-67: $80,703

D. The district Research Office in projecting for 1967-68 took into account all housing needs for Title I Projects and the district facilities are providing the same.

VIII. Integration Statement:

A. Based on the policy adopted by the Board of Education on October 4, 1965, defacto segregation currently exists in five of the district's fifty-seven elementary schools as indicated below.

Washington	(white of Spanish surname, 56.3%)	(Target School)
Camellia	(Negro, 85.2%)	(Target School)
Argonaut	(Negro, 74.6%)	(Target School)
Donner	(Negro, 64.0%)	(Target School)
Riverside	(Oriental, 51.9%)	

Eleven additional elementary schools have a total minority group population in excess of fifty per cent.

During each of the three preceding years, there were five defacto segregated elementary schools resulting from high concentrations of Negro pupils. Because of Project Aspiration, this situation has been materially improved.

None of the junior or senior high schools is defacto segregated according to the board definition. It is interesting to note, however, that at the junior high school level, Lincoln ranks at the top in relation to the white of Spanish surname, Oriental and total minority group pupil populations.

Both the number and percentage concentration of Negro pupils at each level and for the total district have increased each year during the four-year history of this study. The Oriental population at the senior high level has followed this same increasing pattern while just the opposite pattern has been exhibited at the junior high level. Although the Oriental enrollment for the total district has increased each year since 1963, the percentage concentration actually has decreased since the fall, 1965. The only pattern exhibited by the Oriental population at the elementary level has been a decrease in the percentage concentration since the fall, 1964.

The percentage changes for the Negro and Oriental pupil populations as well as the total district pupil population for the fall of 1966 when compared with the corresponding numbers in the fall of 1963 were as follows:

Level	Per Cent Change		
	Negro	Oriental	Total District
Elementary	+28.5%	+ 5.4%	+ 8.2%
Junior High	+47.1%	-11.5%	- 0.1%
Senior High	+39.8%	+89.4%	+ 7.7%
Total District	+33.7%	+13.7%	+ 6.2%

Since the fall of 1963, the growth in the pupil populations of both the Negro and Oriental ethnic groups has exceeded that of the total district. Whereas this pattern has appeared at all levels within the Negro population, it is evident that within the Oriental population the large numbers of pupils that have progressively passed from the junior high level to the senior high level have not been replaced by equal numbers from the elementary level. It is conceivable, therefore, that within the next three years the percentage increase within the Oriental population will be less than that of the total district at all levels.

Before Project Aspiration there were two other schools which were defacto segregated by Board definition. These were American Legion and Elder Creek. American Legion was closed as an elementary school facility and students were transferred to schools which had a small number of minority pupils and portions of the Elder Creek school district were transferred to schools which had a small number of ethnic minority pupils. These schools are no longer segregated by Board definition. See Research Report No. 8, dated January 18, 1967, THE ETHNIC COMPOSITION OF PUPIL POPULATION OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, FALL, 1966. This report is in the Appendix.

B. The second phase of our desegregation plan is the closing of Argonaut School as an elementary facility this fall. Students are being transferred to four high socio-economic schools in South Land Park. This will bring a total number of students being transferred this year to schools with small numbers of minority pupils to approximately 1,300. These students are being transferred from American Legion, Argonaut, Camellia, Donner, and Elder Creek.

C. Our district does not believe that Compensatory Education is a substitute for integration. Neither does it believe that integration is a substitute for Compensatory Education. Both must become an integral part of our district's compensatory plan.

D. The Sacramento Board of Education has stated defacto segregated schools do not allow for equal education opportunities. Our district is moving to do away with all segregation in the district. We have one school, Washington, in the target area where nothing has been done as yet. We have established a committee of Mexican-Americans to help the district resolve this problem. The district had committed itself to take action at the Washington School this fall. However, because of the uncertain housing conditions relative to the Field Act, it was decided to postpone any action until 1968-69. Our district is exploring the educational complex as the long term solution to our educational and segregation problem. See Research Report No. 14, dated June 7, 1967 in the Appendix. The topic is POSSIBLE PLANS FOR MEETING THE LONG RANGE FACILITY NEEDS IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT.

E. At a board meeting on May 23, 1966, the Board of Education directed the Superintendent to propose an educational plan for the partial alleviation of defacto segregation in the Sacramento City Schools. An educational program using Elementary and Secondary Education Act, Economic Opportunity Act, and District funds has been developed.

There is evidence to prove the quality of children's academic performance depends on the socio-economic character of the school they attend regardless of the status of the child. The segregated child, minority or majority, is likely to remain a part of the educational and social problem as he grows up instead of becoming a part of the solution. Segregated schools cannot prepare children of any color for a full life in our democracy. These are the primary rationale for Project Aspiration.

Success in the reading skills and the other related language arts skills including speaking, listening, and writing is almost equated 100 per cent with success in school. The ability to read and be successful in the other language arts skills is vital to the self-image, personal development, academic, social and economic success of an individual. Whenever a student fails to succeed there is a loss to the community and to all society. Deficiencies in these areas usually stem from early experiences of youth--educational, cultural and economic. If the services we provide can substantially help students in their reading and applied language arts, we can expect improvement in attitude, behavior, and in other basic subjects.

Six language arts specialists will be assigned to the receiving schools to rifle in on the language art deficiencies of children from the sending schools. Great care will be taken to keep these services discreet. All materials, supplies, books, services, and equipment enumerated for use by Reading Resource Teachers will be available for these teachers' use.

The number of students who will be transferred under the Project Aspiration plan in the fall of 1967 will be 1,300. Therefore, a significant percentage increase of resource teaching time in receiving schools will be available for students identified as being in need. The teaching time allotted to each school will depend upon the numbers and severity of reading problems identified. Adjustment problems of an educational and social nature are likely to occur in some of the receiving schools. The reading resource teacher will be teamed with the regular teacher, counselor, nurse, principal and other personnel as needed. This team will work with students, parents, and school to affect a change in the students' adjustment.

Four reading specialists will be furnished to Project Aspiration Schools through funds under the Miller-Unruh Reading Act. Matching funds for these services will be provided by the school district.

The Office of Intergroup Relations will have three certificated and non-certificated persons available for consultation and services for the nineteen Project Aspiration receiving schools.

Two elementary school counselors will be assigned to the receiving schools. Their primary service will be concerned with the educational and social adjustments students make to their new school situation. They will work with students and parents in the school and in the field. They will also be charged with exploring literature in the field in an attempt to discover meaningful measuring devices which will give a direct and accurate picture of deprived children's ability.

No Title I, Elementary and Secondary Education Act, funds will be used to place or replace students under this proposal in any special complex of adjustment classes.

These persons' primary responsibility will be to direct a team of resource teachers and other staff members in cooperation with school personnel to help achieve the educational and social adjustment of students who exhibit problems in these areas.

An integral part of our in-service training and professional development program will be focused on teachers in receiving schools. These teachers will be eligible for our in-service training workshop during the summer and the inter-group relations workshop; an on-going in-service program for personnel at receiving schools has already been established and will be amplified; demonstration teachers will be available for consultation services by these teachers as well as materials and techniques which the demonstration teachers have developed.

The objectives of the study trips are to give all elementary compensatory children the experience of visiting and studying places of interest which are within a day's traveling distance of Sacramento. Many places of historical, economic, cultural and educational interest will be visited. This project is designed to provide first-hand experiences which are usually denied the child from a low socio-economic environment. Funds are provided in this activity to be used specifically for students at receiving schools. These trips will be on a planned and coordinated basis and will be taken after school and on weekends. Our Resource Teacher for Study Trips will develop significant study trip plans which all students should take.

All students from the sending schools will receive audiometric services on a discreet basis. This is necessary to identify students who may have hearing problems and to see if their problem is a misfunction or a malfunction.

Under our district and Economic Opportunity Act programs, study centers are established at compensatory schools. A study program will be established with Economic Opportunity Act funds in cooperation with the Community Welfare Council in the American Legion and Argonaut districts so these students may be provided with remedial instruction, supervised study, enrichment activities and personal development classes after school. This study center will be staffed with teachers from the receiving schools and serviced by volunteer tutors through the cooperation of the Community Welfare Council.

Because many children from the sending schools are from economically deprived homes and because they will not be able to go home for lunch, we propose a free lunch program for these students. Criteria for eligibility for free lunches are being developed in cooperation with the County Welfare Department.

Transportation to and from school will be provided for all students who live beyond the district policy for walking in Project Aspiration. A late bus will also be provided to insure students may take part in after school community and school sponsored activities. Buses will also be available to transport students and parents to regular night functions at the receiving schools. As well, the buses will provide transportation from the receiving schools to the study centers established.

F. Children will be placed basically in non-graded elementary programs which allow complete horizontal placement. The superintendent has informed principals of Project Aspiration schools that they must make sure no grouping will be done in these schools which would defeat the purpose of Project Aspiration.

G. Parents are to be made an integral part of our plan for desegregation and integration. Many meetings and conferences have already been held and many more will be held. Transportation will be provided parents to attend school functions. See reports on Project Aspiration No. 1 and No. 2 in the Appendix.

H. See reports on Project Aspiration No. 1 and No. 2 in the Appendix regarding in-service training.

SPECIFIC PLANS FOR REDUCTION TO 80% LEVEL: $858,517

This plan basically calls for a complete withdrawal of our Summer Program including the Compensatory Summer Workshop, the Language Summer Program for Primary Students, and salaries for 12-month employees for the months of July and August. It also calls for a reduction in our Teacher Aides and Bus Matrons time allotment. The Study Trip Program would be reduced to local study trips. Supplies and publications would also be limited. Fixed charges would correspondingly be lower. The English as a Second Language Program would be continued at the elementary school, but of necessity its expansion to include junior and senior high school would be cancelled. The counseling program at Washington would not be initiated.

Details of program reduction as follows:

	Reductions	Sub-total	Total
English Language Arts			
Temporary salaries	$ 220	$	
Books	100		
Supplies	100		
Study Trips	200		
Repairs (Equipment)	100	720	
English as a Second Language			
Junior and Senior High Teachers	18,000		
Books	500		
Publications	400		
Supplies	400		
Fixed Charges	895	20,195	
Reading			
Summer School Principal	2,199		
Extra Service (Teachers)	750		
Extra Service (Librarians)	650		
Clerk E.S.E.A. Library (½ time)	2,262		
Clerk and Teacher Aides, Summer School	9,750		
Publications	1,000		
Supplies	700		
Nurse, Summer School	1,000		
Repairs (Equipment)	400		
Fixed Charges	200		
Summer Salaries	2,557	21,468	

	Reductions	Sub-total	Total
Reduction of Class Size			
Summer Salaries	$ 1,144	$ 1,144	
Teacher Aides			
40 Teacher Aides (½ reduction)	60,200		
Fixed Charges	12,667	72,887	
Alleviation of Defacto Segregation			
1 Counselor (Washington)	11,000		
Publications	100		
Supplies	400		
Study Trips	200		
Fixed Charges	550		
Summer Salaries	3,314	15,564	
Food Services			
Lunches	9,000	9,000	
Transportation			
Bus & Walking Matrons	17,200		
Overtime (Study Trips)	500		
Gasoline, Oil (Study Trips)	1,700		
Fixed Charges	2,600	22,000	
In-Service Training			
Workshop	50,850		
Summer Salaries	2,655	53,505	
		Total Reduction	$216,483

Planned Reduction to 80%: $857,517

6 PROJECT PARTICIPANTS

A NUMBER OF CHILDREN TO PARTICIPATE IN PROJECT

	GRADE OR GRADE GROUPINGS ("X" each grade level to be served) 1	ENROLLED IN PUBLIC SCHOOLS 2	ENROLLED IN NON-PUBLIC SCHOOLS 3	NOT ENROLLED IN ANY SCHOOL 4	TOTAL (Cols. 2+3+4) 5
1	☐ PRE-KINDERGARTEN	0	0	0	0
2	☒ KINDERGARTEN	432	0	0	432
3	GRADES 1☒ 2☒ 3☒	1,214	214	0	1,428
4	4☒ 5☒ 6☒	942	212	0	1,154
5	7☒ 8☒ 9☒	582	36	0	618
6	10☒ 11☒ 12☒	1,059	109	0	1,168
7	☐ UNGRADED	0	0	0	0
8	TOTAL:	4,229	571	0	4,800
9	NUMBER OF CHILDREN (in above total) NOT IN ANY OTHER FY 1967 PROJECT	4,229	571	0	4,800
10	TOTAL NUMBER OF CHILDREN IN PROJECT AREA (same grade levels)	12,552	1,544	0	14,096

		NUMBER
B	NUMBER OF PARENTS TO PARTICIPATE IN THIS PROJECT	0

7 PROJECT STAFF MEMBERS

A NUMBER OF STAFF MEMBERS TO BE ENGAGED BY SOURCE OF SALARY

HANDBOOK IV CLASS NO.	MAJOR ACTIVITY ASSIGNMENT 1	SALARY INCLUDED IN PROJECT BUDGET 2	SALARY NOT INCLUDED IN PROJECT BUDGET 3	UNPAID VOLUNTEERS 4
2230-01	TEACHER			
	☐ PRE-KINDERGARTEN	0	0	0
	☒ KINDERGARTEN	1.5	16	0
	☒ ELEMENTARY	47	138	25
	☒ SECONDARY	11	20	0
	☐ HANDICAPPED	0	0	0
02	TEACHER AIDE	40	0	0
03	LIBRARIAN	0	4	0
04-09	SUPERVISION—ADMIN.	4	34	0
10	CLERICAL	17	35	0
15-17	COUNSELING, PSYCHOLOGIST OR TESTING	3	8	0
18-19	SOCIAL WORK—ATTENDANCE	0	0	0
20	NURSE	0	8	0
21	PHYSICIAN	0	1	0
22-23	DENTAL	0	0	0
11-14 24-31	OTHER	43	36	0
	TOTAL:	166.5	300	25

B NUMBER OF STAFF MEMBERS TO RECEIVE IN-SERVICE TRAINING

MAJOR ACTIVITY ASSIGNMENT		NUMBER
2230.01	TEACHER	200
2230.02	TEACHER AIDE	38
2230.03-31	OTHER	31
	TOTAL:	269

8 PROJECT BUDGET *(Estimated amount of Federal funds required for project operation and construction of school facilities)*

A OPERATION — *Cost directly attributable to project activities and services*

HANDBOOK II CLASS. NO. 1	EXPENDITURE ACCOUNT 2	ESTIMATED AMOUNT OF FEDERAL FUNDS: SALARIES 3	CONTRACTED SERVICES 4	OTHER EXPENSES 5	TOTAL 6
100	ADMINISTRATION	44,264		1,600	45,864
200	INSTRUCTION	572,850		10,860	583,710
300	ATTENDANCE SERVICES				
400	HEALTH SERVICES	10,961		788	11,749
500	PUPIL TRANSPORTATION SERVICES	86,459		11,800	98,259
600	OPERATION OF PLANT	16,990		2,000	18,990
700	MAINTENANCE OF PLANT			300	300
800	FIXED CHARGES	▨	▨	51,445	51,445
900	FOOD SERVICES			8,000	8,000
1000	STUDENT-BODY ACTIVITIES				
1100	COMMUNITY SERVICES				
1220C	REMODELING (*Less than $2000*)			2,000	2,000
1230	EQUIPMENT			38,200	38,200
	TOTAL:	731,524		126,993	858,517

B CONSTRUCTION — *Cost directly attributable to construction of school facilities required for operation of project (See Instructions)*

CLASS. NO. 1	EXPENDITURE ACCOUNT 2	ESTIMATED AMOUNT 3
1210a	PROFESSIONAL SERVICES FOR SITES	0
1210b	SITES AND SITE ADDITIONS	0
1210c	IMPROVEMENTS TO SITES	0
1220a	PROFESSIONAL SERVICES FOR BUILDINGS	0
1220b	NEW BUILDINGS AND BUILDING ADDITIONS	0
1220c	REMODELING (*$2000 or more*)	0
1230	EQUIPMENT (*Not included under 8A above*)	0
	TOTAL:	0

Planned Reduction to 80%: $857,517

9 PROJECT OBJECTIVES RELATED TO CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN AS REPORTED IN "PART I—BASIC DATA" *(See Instructions for code no.(s) and objectives.)*

CODE NO.	OBJECTIVE
55	To change, positively, teachers insight, skill, and sensitivity.
12	To improve classroom performance in reading beyond expectations.
13	To improve classroom performance in other skill areas beyond expectations.
55	To raise educational, personal, and vocational aspirations of students formerly attending segregated schools.
22	To improve children's verbal functioning.
34	To increase their expectations of success in school.

10 TYPES OF DEVICES TO BE USED IN EVALUATION *("X" as many as apply)*

A MEASURING INSTRUMENTS

	TYPE OF TEST	AREAS OF MEASUREMENT				
		ACHIEVEMENT	ABILITY	ATTITUDE	BEHAVIOR	OTHER
1	STANDARDIZED TESTS (National Norms)	X	X			
2	STANDARDIZED TESTS (Local Norms)					
3	NON-STANDARDIZED TESTS	X				

B OTHER EVALUATIVE DEVICES

1 ☒ ANECDOTAL RECORDS, TEACHER RATINGS, REACTIONS, AND INTERVIEWS

2 ☒ ADMINISTRATIVE AND OTHER OBSERVER RATINGS AND REACTIONS

3 ☒ OTHER *(Specify)*: Parent and Pupil Reactions

11 SUMMARY DESCRIPTION OF INSTRUCTIONAL ACTIVITIES AND SERVICES TO BE INCLUDED IN THIS PROJECT *(See instructions for code numbers for activity and service areas, and for abbreviations for columns 3-6)*

CODE NO. 1	INSTRUCTIONAL AND SERVICE AREAS 2	INSTRUCTIONAL LEVEL 3	LOCATION OF ACTIVITY OR SERVICE 4	TYPE OF CHILDREN 5	TIME OF ACTIVITY OR SERVICE 6	NUMBER OF CHILDREN: ENROLLED IN: PUBLIC SCHOOL 7	NON-PUBLIC SCHOOL 8	NOT ENROLLED IN ANY SCHOOL 9	ESTIMATED COST 10
A INSTRUCTIONAL AREA									
114	English Language Arts	S	PUB NP	Drop Delq	Dur	600	100	0	53,151
115	English as a Second Language	K,E	PUB NP	NENG	DUR SS	128	36	0	12,061
116	Reading	E,S	PUB NP	NENG DROP	DUR SS	1,260	270	0	238,707
132	Reduction of Class Size	K,E	PUB	NENG DROP	DUR SS	1,374	0	0	127,979
133	Teacher Aides	K,E,S	PUB NP	NENG DROP	DUR SS	2,115	286	0	59,874
134	Educational Plan to Alleviate Defacto Segreg.	K,E	PUB	DROP DELQ	DUR AFT SS	1,270	0	0	114,716
134	Program for Neglected Children	To be submitted at a later date.							
B SERVICE AREA									
212	Food - Lunch	E	PUB	DELQ DROP	DUR	450	0	0	16,942
216	Health - Audiometric	K,E,S	PUB NP	NENG DROP	DUR	2,000	571	0	12,695
225	Transportation	K,E,S	PUB NP	NENG DROP	DUR AFT SS	3,981	571	0	164,611
227	In-Service Training	K,E,S	PUB NP	NENG DROP	AFT ~~DUR~~ SS	3,729	360	0	57,781

C ESTIMATED TOTAL COST *(must be the same as amount reported in item 8a, col. 6)* → TOTAL EST. COST $858,517

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Planning and Research Services Office
June 28, 1967

EVALUATION PLANS FOR 1967-68 E.S.E.A. PROJECTS

Outline

I. Elementary School Projects
  A. General Overview
    1. Project elements
      a. Reading and Language Arts Program (with expanded program of study trips)
      b. Reduction of class size
      c. Teacher Aide Program
      d. An educational plan to alleviate the adverse effects of defacto segregation
        (1) Integration activities
        (2) Food services activities
        (3) Transportation activities
        (4) Spanish speaking counselor for an elementary school with a majority of pupils with Spanish surnames
      e. Teaching English as a second language
    2. Overall evaluation plans
      a. Standardized testing (pre- and post-testing)
        (1) Stanford Achievement Test--Total Reading: grades 2 and 3 (all compensatory schools)
        (2) California Achievement Test: grades 4, 5, and 6 (all compensatory schools)
          --Reading subtest
          --Arithmetic subtest
          --Language subtest
        (3) California Test of Mental Maturity: grades 4, 5, and 6 (3 of 13 compensatory schools and 5 receiving schools for Project Aspiration)
          --Verbal subtest
          --Non-verbal subtest
          --Total test
      b. Ten per cent pupil sample study
        (1) Attitude inventory completed by classroom teachers
        (2) Comparison of 1967-68 attendance with that of 1966-67
        (3) Parent questionnaire on pupil attitudes and achievement
      c. Teacher questionnaire on the effectiveness of the various elements in the District's total program of compensatory education

d. Principal questionnaire on the effectiveness of the various elements in the compensatory program

B. Evaluation of Specific Projects
  1. Reading and Language Arts Project
    a. Resource teacher assessments of pupil growth in reading for those pupils assigned to the special reading program. These assessments are to be based upon
      (1) individual diagnostic reading tests,
      (2) experience gained in working with the children, and
      (3) Ginn reading levels tests.
    b. Teacher and principal questionnaire items on the effectiveness of the project.
  2. Reduction of class size
    a. Statistical data relating class size status in the compensatory schools for 1967-68 to what it was in 1966-67, 1965-66, and (before E.S.E.A.) 1964-65.
    b. Teacher and principal questionnaire items on the effectiveness of this project.
    c. Standardized test data (see I-A-2-a)
  3. Teacher Aides
    a. Teacher and principal questionnaire items on the effectiveness of the teacher aides
    b. Standardized test data (see I-A-2-a)
  4. An educational plan to alleviate the adverse effects of defacto segregation
    a. Effects of desegregation efforts
      (1) Experimental and control group comparisons
        (a) Comparing pupils moved from (group A) and remaining in (group MA) thru compensatory schools classified as defacto segregated.
        (b) Employing standardized test results (ability and achievement) outlined in I-A-2-a.
      (2) Follow-up of other integrated pupils
        (a) Integrated project pupils transferred from a defacto segregated school no longer in existence (group B)
        (b) Integrated resident pupils previously attending schools to which pupils from defacto segregated schools were sent (group C)
        (c) Effects of this project on pupils of groups B and C are to be assessed as follows:
          --standardized achievement testing conducted as a pre- and post-test basis in grades 2 and 3 as outlined in I-A-2-a

--attendance data for 1967-68 and 1966-67

--teacher assessments of pupil attitudes and interest concerning self, school, and other pupils.

(3) Parent opinions on the effects of this program on integrated project pupils (groups A and B) will be gathered by means of a questionnaire.

b. Food services--lunch
Statistical information regarding the number of integrated project pupils to be served free lunches during the 1967-68 school year, the number of lunches actually served, and the cost of such a program.

c. Transportation services
   - (1) Statistical report of the study trips accomplished and the number of pupils involved in the total compensatory education program.
   - (2) Statistical information regarding the number of pupils transported daily to and from school under Project Aspiration.

5. English as a second language
   - a. Teacher assessment of pupil growth on an individual basis.
   - b. Principal questionnaire item on the effectiveness of this project.

II. Secondary School Project--English Language Arts and Reading
   - A. A ten-class sample at each of the two junior and two senior high schools will be administered pre- and post-achievement tests.
     - 1. Junior high schools--Stanford Achievement Test, Reading
     - 2. Senior high schools--Metropolitan Achievement Test, Reading
   - B. Opinions of concerned personnel at the four secondary schools gained through questionnaires.
     - 1. Teachers
     - 2. English department chairmen
     - 3. Counselors
     - 4. Principals and/or vice principals

III. District-Wide Projects
   - A. Audiometric Services
   Statistical information describing the scope of the services provided.
   - B. In-Service Training
     - 1. Opinions of teacher-participants in the in-service training activities gained through questionnaire items.
     - 2. Opinions of principals on the effectiveness of these in-service training activities gained through questionnaire items.

C. Program for Neglected Institutionalized Children
  1. Opinions regarding the program gained from
    a. the special teacher-counselor involved in the project, and
    b. the elementary teachers or secondary counselors of the pupils involved.
  2. Pre and post project information regarding the pupils in terms of the following:
    a. Citizenship grades,
    b. Academic grades, and
    c. School attendance.

OE 43
(REV. 66), DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

APPLICATION FOR FEDERAL ASSISTANCE for the Education of Children from Low-Income Families under Title I of Public Law 89-10

PART 1—BASIC DATA

Please read the Instructions before completing this form.

To be completed by Local Educational Agency once only, for Fiscal Year ~~1966-67~~. 1967-68

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	COUNTY CODE	LOCAL EDUCATIONAL AGENCY NO.	SMSA CLASS	MAXIMUM BASIC GRANT
				$

SIGNATURE OF SEA OFFICIAL	DATE SIGNED

1 AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS. (*See Instructions*)

A	FY 1964-65	$ 489.88
B	FY 1965-66	$ 520.93
C	FY 1966-67	$ 528.67

2 PUBLIC SCHOOLS OPERATED BY LEA (*Fall* ~~1966~~) 1967

A	TOTAL NUMBER OF SCHOOLS	73
B	TOTAL ENROLLMENT	51,841
C	GRADE SPAN	K to 12

3 CHILDREN RESIDING IN APPLICANT'S DISTRICT OF AN AGE APPROPRIATE TO ATTEND SCHOOLS OPERATED BY APPLICANT (*Fall* ~~1966~~) 1967

	NO. OF CHILDREN	NUMBER
A	ENROLLED IN PUBLIC SCHOOLS	51,841
B	ENROLLED IN NON-PUBLIC SCHOOLS	5,894
C	NOT ENROLLED IN ANY SCHOOL	280
D	(Add A, B, and C) TOTAL:	58,015
E	NUMBER OF CHILDREN (In Item D) WHO COME FROM LOW-INCOME FAMILIES	10,746

4 CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES IN DISTRICT

A DISTRICT-WIDE PERCENTAGE (Item 3E ÷ 3D) 18.32%

B AVERAGE NUMBER PER SCHOOL ATTENDANCE AREA (Item 3E ÷ 2A) = 147

5 SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES IN ITEM 3 ("X" as many as apply)

A ☒ U. S. CENSUS BUREAU
C ☐ FREE SCHOOL LUNCH
E ☐ HEALTH STATISTICS
G ☒ EMPLOYMENT STATISTICS
B ☒ AID FOR DEPENDENT CHILDREN
D ☒ SCHOOL SURVEY
F ☒ HOUSING STATISTICS
H ☐ OTHER (*Specify*):

6 ATTENDANCE AREAS ELIGIBLE FOR TITLE I PROJECTS

NAME OF PUBLIC SCHOOL	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREA SERVED: TOTAL	FROM LOW-INCOME FAMILIES: NUMBER	FROM LOW-INCOME FAMILIES: PER-CENT (Col. 3 ÷ 2)
1	2	3	4
Elementary-Washington	673	458	68
Elder Creek	556	339	61
Lincoln	440	264	60
American Legion	768	438	57
Argonaut	280	146	52
Oak Ridge	529	265	50
Camellia	500	240	48
Donner	559	246	44
Ethel Phillips	521	229	44
Maple	291	116	40
Jedediah Smith	541	211	39
Earl Warren	478	163	34
Bret Harte	536	161	30
Woodbine	282	68	24

7 CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN (RESIDING IN ELIGIBLE ATTENDANCE AREAS) WHICH INDICATE THEIR NEED FOR SPECIAL EDUCATIONAL ASSISTANCE UNDER TITLE I. (See instructions for Code No. and Characteristics.)

CODE NO.	CHARACTERISTICS OF CHILDREN	GRADE LEVEL OF CHILDREN	NUMBER OF CHILDREN
	1	2	3
55	Teacher with insufficient, skill & sensitivity	K,E,S	2,518
12	Classroom Performance below level in reading	E,S	4,615
13	Achievement below grade level in other skill areas	E,S	3,461
22	Low Level verbal functioning	K,E,S	5,036
55	Attend Segregated schools	K,E	1,533
34	Expectation of school failure	E,S	3,461
11	Poor performance on standardized tests	E,S	4,615
51	Poor Health	K,E,S,	3,461

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

I CERTIFY that, to the best of my knowledge, the information contained herein is correct and complete.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY
Sacramento City Unified School District

MAILING ADDRESS (*Street, City or Town, Zip Code*)
P.O. Box 2271
Sacramento, California 95810

COUNTY: Sacramento
STATE: California

NAME AND TITLE OF LEA CONTACT PERSON
Joseph H. Lynn, Director
Compensatory Education Department

NAME AND TITLE OF AUTHORIZED LEA REPRESENTATIVE
F. Melvyn Lawson by E. P. O'Reilly
Superintendent Deputy Superintendent

SIGNATURE: E P O'Reilly

TELEPHONE (*Area Code and No.*): 916 444-6060 ext. 256

DATE SIGNED: June 23, 1967

MAILING ADDRESS
P.O. Box 2271
Sacramento, Calif. 95810

TELEPHONE NO.
916 444-6060
ext. 313

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

COPY 1 — STATE EDUCATIONAL AGENCY

6. ATTENDANCE AREAS ELIGIBLE FOR TITLE I PROJECTS

Junior High			
Will C. Wood	916	330	36
Peter Lassen	1,103	276	25
Senior High			
Sacramento	2,500	550	22
Hiram Johnson	2,554	536	21

PUBLIC SCHOOL ATTENDANCE AREAS ELIGIBLE FOR TITLE I PROJECTS AND SOURCES OF LOW INCOME DATA

The Sacramento City Unified School District has identified 14 elementary schools, two junior high and two senior high schools as the "target" schools eligible for services provided with Title I funds. It is in these selected schools that we find the highest incidence of educational and economic disadvantagement among the students. Eleven of the "target" elementary schools are located in the pockets of poverty of this community. Of the remaining three "target" elementary schools, two are located on the fringes of the organized "poor" neighborhoods and the third is located in an area where more than 74% of the students are of the Mexican-American or Negro ethnic group.

The tables which follow provide information about the student population attending the "target" schools.

Table I reports the number of students who scored in the low quartile on a 1965-66 administered standardized reading achievement test. Tests were given to students in grades 5, 8 and 11 and the report assumes that the results were a fair interpretation for all students in the schools. While achievement tests were given to students in other grades, the results of these tests are still not known. Information is also provided about students whose families are on the AFDC rolls and the ethnic distribution of the student population comes from a survey conducted by the district during the previous school year.

Tables II and III provide information by school district about the income level of families and the condition of housing as reported in the 1960 census.

Table IV reports details of unsound housing, children on the AFDC rolls and unemployment for the four organized poverty neighborhoods who are located within the boundaries of the Sacramento City Unified School District. This information was compiled from the 1960 census.

Table V reports the number of children on the AFDC rolls as of May 1, 1967. The report locates each child by school district of residence.

A more recent report on unemployment is provided from a sample survey conducted last winter and early spring by Neighborhood Conservation Project personnel. This report shows that among the employable residents who reside within the organized neighborhood areas there existed during the winter months the following percentages of unemployment:

Washington Neighborhood - 30%
Glen Elder Neighborhood - 25%
Oak Park Neighborhood - 20%
South Side Neighborhood - 10%

Target Schools	Percentage of Students Scoring in Low Quartile	Estimated Number of Educationally Handicapped Students	Number of Public and Private School Students on AFDC Rolls	Ethnic Distribution by Percentage 1965-66				
				Caucasian Except Mexican	Mexican	Negro	Oriental	Other
Elementary			**Ages 5-11**					
Washington	68%	264	226	31.8	59.3	5.2	1.4	2.3
Elder Creek	61	228	83	17.2	24.0	56.2	1.0	1.6
Lincoln	60	124	106	2.4	49.5	15.9	26.1	6.1
American Legion	57	438	316	14.3	11.1	71.8	1.2	1.6
Argonaut	52	146	57	20.6	8.6	65.4	1.5	3.9
Oak Ridge	50	270	175	27.1	31.7	37.4	1.8	2.0
Camellia	48	216	177	6.9	8.6	94.5	-	-
Donner	44	245	126	20.6	8.6	65.4	1.5	3.9
Ethel Phillips	44	225	152	37.7	26.2	30.5	2.7	2.9
Maple	40	100	111	57.0	25.8	9.2	4.8	3.2
Jedediah Smith	39	205	279	43.7	26.5	19.5	4.7	5.6
Earl Warren	34	180	82	61.4	20.6	13.4	2.3	2.3
Bret Harte	30	156	58	44.6	15.5	35.6	3.8	.5
Woodbine	24	65	58	49.7	22.8	18.4	.6	8.5
Junior High			**Ages 12-14**					
Will C. Wood	36	369	179	60.2	13.7	23.2	2.2	.7
Peter Lassen	25	279	160	62.0	11.6	22.8	2.4	1.2
Senior High			**Ages 15-17**					
Hiram Johnson	21	529	161	84.1	6.1	6.5	2.6	.7
Sacramento	22	559	333	58.4	13.1	16.4	11.8	.3

NUMBER OF FAMILIES AND FAMILY INCOME TO $4,000, BY SCHOOL DISTRICT

SCHOOL DISTRICTS	TOTAL NUMBER OF FAMILIES	INCOME LEVELS OF FAMILIES UNDER $1,000	$1,000-1,999	$2,000-2,999	$3,000-3,999	MEDIAN ALL INCOMES
Arcohe Union	121	8	10	14	21	$5,417
Bates Joint Union	412	18	41	47	68	5,782
Beaver Union	78	3	6	5	10	5,369
Center Joint	67	2	5	4	12	6,234
Courtland Joint Union High	205	9	18	15	30	6,315
Del Paso Heights	512	20	46	53	72	5,232
Elk Grove Unified	2,251	88	179	245	358	5,752
Elverta	211	8	19	17	32	6,380
Folsom Joint Unified	4,328	34	52	150	278	7,500
Galt Joint Union	511	42	54	61	102	5,318
Galt Joint Union High	372	24	31	52	60	5,527
Grant Union High	13,104	164	278	710	1,412	5,832
Isleton Union	450	21	46	52	76	5,736
Natomas Union	115	7	12	14	24	5,510
North Sacramento	5,119	38	56	164	305	5,638
Rio Linda Union	2,082	68	132	325	425	6,232
Robla	860	66	85	113	162	5,431
Sacramento City	49,913	1,225	1,999	2,695	3,448	6,943
San Juan Unified	38,860	581	731	1,079	1,124	8,650
Walnut Grove	240	10	19	18	35	6,210
TOTAL NUMBER FAMILIES IN SACRAMENTO COUNTY	119,871	2,630	3,819	5,834	8,054	$7,100

U. S. Census, 1960   Compiled by W. A. Koller

TABLE III

HOUSING UNITS, THEIR CONDITION
BY
SCHOOL DISTRICT

SCHOOL DISTRICTS	NUMBER HOUSING UNITS	DETERIORATING	LACKING PLUMBING FACILITIES	DILAPIDATED
Arcohe Union	156	31	4	13
Bates Joint Union	635	174	28	110
Beaver Union	102	26	49	19
Center Joint	78	12	25	18
Courtland Joint Union High	408	104	196	76
Del Paso Heights	561	162	10	79
Elk Grove Unified	1,944	493	82	117
Elverta	225	71	81	25
Folsom Joint Unified	5,669	228	50	40
Galt Joint Union	936	186	24	78
Galt Joint Union High	468	93	14	39
Grant Union High	12,973	1,679	62	300
Isleton Union	629	255	54	123
Natomas Union	126	38	29	16
North Sacramento	6,165	835	34	175
Rio Linda Union	2,968	411	15	58
Robla	1,011	323	31	20
Sacramento City Unified	71,763	8,527	3,121	1,398
San Juan Unified	40,852	1,266	42	287
Walnut Grove	306	98	147	47
TOTALS	148,131	15,012	3,986	2,860
SACRAMENTO COUNTY				

U. S. Census, 1960   Compiled by W. A. Koller

TABLE IV

*FACTS ABOUT THE ORGANIZED NEIGHBORHOODS WITHIN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

	Percent of Unsound Housing	Percent of Children on AFDC Rolls	Percent of Unemployment
All Sacramento County	12.0%	.6%	5.6%
Washington Neighborhood (Schools - Washington)	32.0	25.4	15.4
Southside Neighborhood (Schools - Lincoln, Jedediah Smith)	8.7	19.6	8.5
Oak Park Neighborhood (Schools - American Legion, Bret Harte, Donner, Maple, Oak Ridge)	22.0	28.6	7.1
Glen Elder Neighborhood (Schools - Elder Creek, Camellia, Earl Warren)	8.6	8.9	8.4

*U. S. Census, 1960   Compiled by the Neighborhood Conservation Project

AFDC CASES IN SACRAMENTO ELEMENTARY SCHOOL DISTRICTS
AGES UNBORN THROUGH 20 AS OF MAY 1, 1967
AND AS DEVELOPED BY SACRAMENTO COUNTY WELFARE DEPARTMENT

District	Cases	Ages 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Natomas	9					2	3	2	2	1		2	1	4	3	2	4	2	3	1		1	33
Elverta	42	3	7	4	7	5	8	8	8	8	9	5	6	11	5	5	4	7	10	3	2		125
Center Jt.																							
Dry Creek	2		1	1	1		1								1							1	6
Rio Linda	621	14	82	99	89	119	126	120	131	114	135	121	119	111	119	92	98	75	70	57	34	27	1952
San Juan	1082	64	171	167	177	167	174	173	174	162	175	170	147	151	125	146	97	120	181	76	58	46	2922
Robla	227	8	41	40	38	35	40	49	38	44	50	38	38	52	29	33	33	28	31	25	13	6	709
Del Paso Hgts.	478	39	73	92	82	98	123	90	90	95	82	97	98	80	70	60	74	62	58	52	28	19	1562
No. Sacramento	1228	77	227	228	222	257	237	211	223	200	177	181	153	149	167	148	136	104	118	88	83	52	3438
Sacramento City	3536	196	644	647	637	668	647	682	642	614	603	565	556	531	513	524	454	415	418	328	234	204	10722
Folsom Jt.	197	13	31	30	31	25	40	31	28	30	25	19	26	28	30	27	19	18	18	16	8	15	518
Elk Grove	232	11	39	33	39	40	40	43	54	39	37	33	45	31	32	38	27	33	35	18	13	5	685
Arcohe																							
Galt Jt. (Elem.)	82	4	7	13	11	16	11	16	15	16	12	17	15	15	13	11	9	9	7	12	4	3	236
Bates Jt.	27	1	4	4	4	7	4	7	5	6	7	6	9	8	7	7	7	4	7	5		1	110
Beaver	10		3	2	4	1	2	4	1	2	1	2	2	2	4	3	2	2	3	4			44
Walnut Grove	18	1	1	2	5	2	2	3	3		3	2	1	4	2	5	7	5	3	2	3	1	57
Isleton	28		2	5	5	4	8	3	8	6	4	10	9	7	8	10	6	7	5	3	1	1	112
	7819	431	1333	1367	1352	1446	1466	1442	1432	1337	1321	1268	1225	1184	1128	1111	977	891	967	690	481	382	23231

OE 4305 (Rev. 6-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES

under Title I of Public Law 89-10

PART II—PROJECT APPLICATION

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	STATE PROJECT NO.	SMSA CLASS	CONG. DISTRICT	SIGNATURE (*Authorized SEA Official*)	DATE APPROVED	TOTAL AMOUNT APPROVED FOR THIS PROJECT
						$

	COUNTY CODE 1	LEA CODE NUMBER 2	LEA PROJECT NO. 3	LEA MAXIMUM BASIC GRANT 4	AMOUNT APPROVED FOR THIS PROJECT 5
A				$	$
B					
C					
D					

PROJECT INFORMATION

Please read the Instructions before completing this Application.

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

The applicant designated below hereby applies to the State Educational Agency for a grant of Federal Funds to provide activities and services for meeting the special educational needs of educationally deprived children residing in public school attendance areas having high concentrations of children from low-income families as set forth in this application.

I CERTIFY that, to the best of my knowledge, the information contained in this Application is correct and complete, that the local educational agency named below has authorized me, as its representative, to file this Application, and that such action is recorded in the minutes of the agency's meeting held on ______________, 19____.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY: Sacramento City Unified School District

MAILING ADDRESS (*Street, City or Town, Zip Code No.*): P.O. Box 2271, Sacramento 95810

NAME AND TITLE OF AUTHORIZED LEA REPRESENTATIVE: E. P. O'Reilly, Deputy Superintendent FOR F. Melvyn Lawson, Superintendent

SIGNATURE: E P O'Reilly

COUNTY: Sacramento

STATE: California

TELEPHONE (*Area Code and No.*): 916 444-6060 x 256

DATE SIGNED: June 30, 1967

NAME AND TITLE OF LEA CONTACT PERSON: Joseph H. Lynn, Director Compensatory Education Dept.

MAILING ADDRESS: P.O. Box 2271, Sacramento 95810

TELEPHONE NO.: 444-6060 ext. 313

1 BRIEF TITLE OF PROJECT: Raising Aspirations

2 IS THIS PROJECT A CONTINUATION OF A TITLE I PROJECT APPROVED IN FY 1966?
1 ☒ YES 2 ☐ NO 34-190-01-2142
If "Yes," Give FY 1966 State Project No.

3 TIME SCHEDULE OF PROJECT (*Dates of first and last activity or service*)
BEGINNING DATE (*Mo., Day, Year*): July 1, 1967
ENDING DATE (*Mo., Day, Year*): August 31, 1968

4

	FEDERAL FUNDS REQUESTED	AMOUNT
A	FOR PROJECT OPERATION (Enter amount from Item 8A, Col. 6)	$1,075,000
B	FOR PROJECT CONSTRUCTION (Enter amount from Item 8B, Col. 3)	$ -0-
C	(Sum of A + B) = TOTAL:	$1,075,000

5 PROJECT AREA (*Identify attendance area(s) by name(s) of public schools*)

NAME OF PUBLIC SCHOOL 1	FOR COOPERATIVE PROJECTS ONLY (*Give name of LEA for each school*) 2
Elementary: Washington, Elder Creek, Lincoln, American Legion, Argonaut, Oak Ridge, Camellia, Donner, Ethel Phillips, Maple, Jedediah Smith, Earl Warren, Bret Harte, and Woodbine	N.A.
Junior High: Will C. Wood & Peter Lassen	
Senior High: Hiram Johnson & Sacramento	

COPY 1 — STATE EDUCATIONAL AGENCY

6 PROJECT PARTICIPANTS

A NUMBER OF CHILDREN TO PARTICIPATE IN PROJECT

	GRADE OR GRADE GROUPINGS (*"X" each grade level to be served*) 1	ENROLLED IN PUBLIC SCHOOLS 2	ENROLLED IN NON-PUBLIC SCHOOLS 3	NOT ENROLLED IN ANY SCHOOL 4	TOTAL (*Cols. 2+3+4*) 5
1	☐ PRE-KINDERGARTEN	0	0	0	0
2	☒ KINDERGARTEN	432	0	0	432
3	GRADES 1 ☒ 2 ☒ 3 ☒	1,214	214	0	1,428
4	4 ☒ 5 ☒ 6 ☒	942	212	0	1,154
5	7 ☒ 8 ☒ 9 ☒	582	36	0	618
6	10 ☒ 11 ☒ 12 ☒	1,059	109	0	1,168
7	☐ UNGRADED	0	0	0	0
8	TOTAL:	4,229	571	0	4,800
9	NUMBER OF CHILDREN (*in above total*) NOT IN ANY OTHER FY 1967 PROJECT	4,229	571	0	4,800
10	TOTAL NUMBER OF CHILDREN IN PROJECT AREA (*same grade levels*)	12,552	1,544	0	14,096

		NUMBER
B	NUMBER OF PARENTS TO PARTICIPATE IN THIS PROJECT	0

7 PROJECT STAFF MEMBERS

A NUMBER OF STAFF MEMBERS TO BE ENGAGED BY SOURCE OF SALARY

HAND-BOOK IV CLASS NO.	MAJOR ACTIVITY ASSIGNMENT 1	SALARY INCLUDED IN PROJECT BUDGET 2	SALARY NOT INCLUDED IN PROJECT BUDGET 3	UNPAID VOLUNTEERS 4
2230-01	TEACHER ☐ PRE-KINDERGARTEN	0	0	0
	☒ KINDERGARTEN	1.5	16	0
	☒ ELEMENTARY	47	138	25
	☒ SECONDARY	13	20	0
	☐ HANDICAPPED	0	0	0
02	TEACHER AIDE	67	0	0
03	LIBRARIAN	0	4	0
04-09	SUPERVISION—ADMIN.	5	34	0
10	CLERICAL	18	35	0
15-17	COUNSELING, PSYCHOLOGIST OR TESTING	4	8	0
18-19	SOCIAL WORK—ATTENDANCE	0	0	0
20	NURSE	1	8	0
21	PHYSICIAN	0	1	0
22-23	DENTAL	0	0	0
11-14 24-31	OTHER	43	36	0
	TOTAL:	199.5	300	25

B NUMBER OF STAFF MEMBERS TO RECEIVE IN-SERVICE TRAINING

MAJOR ACTIVITY ASSIGNMENT		NUMBER
2230.01	TEACHER	275
2230.02	TEACHER AIDE	38
2230.03-31	OTHER	31
	TOTAL:	344

8 PROJECT BUDGET (*Estimated amount of Federal funds required for project operation and construction of school facilities*)

A OPERATION — *Cost directly attributable to project activities and services*

HANDBOOK II CLASS. NO. 1	EXPENDITURE ACCOUNT 2	ESTIMATED AMOUNT OF FEDERAL FUNDS SALARIES 3	CONTRACTED SERVICES 4	OTHER EXPENSES 5	TOTAL 6
100	ADMINISTRATION	45,408		1,600	47,008
200	INSTRUCTION	737,277		14,560	751,837
300	ATTENDANCE SERVICES				
400	HEALTH SERVICES	11,961		788	12,749
500	PUPIL TRANSPORTATION SERVICES	104,159		13,900	118,059
600	OPERATION OF PLANT	16,990		2,000	18,990
700	MAINTENANCE OF PLANT			800	800
800	FIXED CHARGES	▨	▨	68,357	68,357
900	FOOD SERVICES			17,000	17,000
1000	STUDENT-BODY ACTIVITIES				
1100	COMMUNITY SERVICES				
1220C	REMODELING (*Less than $2000*)			2,000	2,000
1230	EQUIPMENT			38,200	38,200
	TOTAL:	915,795		159,205	1,075,000

B CONSTRUCTION — *Cost directly attributable to construction of school facilities required for operation of project (See Instructions)*

CLASS. NO. 1	EXPENDITURE ACCOUNT 2	ESTIMATED AMOUNT 3
1210a	PROFESSIONAL SERVICES FOR SITES	0
1210b	SITES AND SITE ADDITIONS	0
1210c	IMPROVEMENTS TO SITES	0
1220a	PROFESSIONAL SERVICES FOR BUILDINGS	0
1220b	NEW BUILDINGS AND BUILDING ADDITIONS	0
1220c	REMODELING (*$2000 or more*)	0
1230	EQUIPMENT (*Not included under 8A above*)	0
	TOTAL:	0

9 PROJECT OBJECTIVES RELATED TO CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN AS REPORTED IN "PART I—BASIC DATA" *(See instructions for code no.(s) and objectives.)*

CODE NO.	OBJECTIVE
55	To change, positively, teachers insight, skill, and sensitivity.
12	To improve classroom performance in reading beyond expectations.
13	To improve classroom performance in other skill areas beyond expectations.
55	To raise educational, personal, and vocational aspirations of students formerly attending segregated schools.
22	To improve children's verbal functioning.
34	To increase their expectations of success in school.

10 TYPES OF DEVICES TO BE USED IN EVALUATION *("X" as many as apply)*

A MEASURING INSTRUMENTS

	TYPE OF TEST	AREAS OF MEASUREMENT				
		ACHIEVEMENT	ABILITY	ATTITUDE	BEHAVIOR	OTHER
1	STANDARDIZED TESTS (National Norms)	X	X			
2	STANDARDIZED TESTS (Local Norms)					
3	NON-STANDARDIZED TESTS	X				

B OTHER EVALUATIVE DEVICES

1 ☒ ANECDOTAL RECORDS, TEACHER RATINGS, REACTIONS, AND INTERVIEWS

2 ☒ ADMINISTRATIVE AND OTHER OBSERVER RATINGS AND REACTIONS

3 ☒ OTHER *(Specify)*: Parent and Pupil Reactions

11 SUMMARY DESCRIPTION OF INSTRUCTIONAL ACTIVITIES AND SERVICES TO BE INCLUDED IN THIS PROJECT *(See instructions for code numbers for activity and service areas, and for abbreviations for columns 3-6)*

CODE NO. 1	INSTRUCTIONAL AND SERVICE AREAS 2	INSTRUCTIONAL LEVEL 3	LOCATION OF ACTIVITY OR SERVICE 4	TYPE OF CHILDREN 5	TIME OF ACTIVITY OR SERVICE 6	NUMBER OF CHILDREN			ESTIMATED COST 10
						ENROLLED IN		NOT ENROLLED IN ANY SCHOOL 9	
						PUBLIC SCHOOL 7	NON-PUBLIC SCHOOL 8		
A INSTRUCTIONAL AREA									
114	English Language Arts	S	PUB NP	Drop Delq	Dur	600	100	0	53,871
115	English as a Second Language	K,E,S	PUB NP	NENG	DUR SS	328	36	0	32,256
116	Reading	E,S	PUB NP	NENG DROP	DUR SS	1,260	270	0	260,175
132	Reduction of Class Size	K,E	PUB	NENG DROP	DUR SS	1,374	0	0	129,123
133	Teacher Aides	K,E,S	PUB NP	NENG DROP	DUR SS	4,229	571	0	132,761
134	Educational Plan to Alleviate De-Facto Seg.	K,E	PUB	DROP DELQ	DUR AFT SS	1,270	0	0	130,280
134	Program for Neglected Children	To be submitted at a later date							
B SERVICE AREA									
212	Food - Lunch	E	PUB	DELQ DROP	DUR	450	0	0	25,942
216	Health - Aduiometric	K,E,S	PUB NP	NENG DROP	DUR	2,000	571	0	12,695
225	Transportation	K,E,S	PUB NP	NENG DROP	DUR AFT SS	3,981	571	0	186,611
227	In-service Training	K,E,S	PUB NP	NENG DROP	AFT DUR SS	3,729	360	0	111,286

C ESTIMATED TOTAL COST *(must be the same as amount reported in item 8a, col. 6)* → TOTAL EST. COST $ 1,075,000

12 **DESCRIBE HOW THE LOCAL EDUCATIONAL AGENCY AND COMMUNITY ACTION AGENCY COOPERATED IN THE PLANNING AND DEVELOPMENT OF PROJECT ACTIVITIES AND SERVICES.** *(Attach "Statement by Community Action Agency Form, OE 4305-2").*

See Comprehensive Compensatory Education Plan, Question No. 1

13 **DESCRIPTION OF PROJECT ACTIVITY AND/OR SERVICE** *(Complete a separate description for each activity or service or set of related activities and services listed in item 11).* **Each description should include the following items:**

A. TITLE
B. GENERAL DESCRIPTION OF THE ACTIVITY OR SERVICE
C. PLANS FOR EVALUATION
D. PARTICIPATION OF CHILDREN ENROLLED IN NON-PUBLIC SCHOOLS
E. AMOUNT OF TIME EACH CHILD WILL PARTICIPATE

See Comprehensive Compensatory Education Plan, Question No. 5

Attach additional pages (8½ x 11) as required.

COPY 1 – STATE EDUCATIONAL AGENCY

14 STATEMENT OF ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER
Max Rafferty

NAME OF STATE EDUCATIONAL AGENCY
Department of Education
State of California

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. The local educational agency will adopt procedures for acquiring and disseminating to its teachers and administrators signficant information derived from educational research, demonstration, and similar projects, including information about projects carried out under this Title holding promise for the local educational agency's district, and for adopting, where appropriate, promising educational practices developed through such projects.

d. The Assurance of Compliance (HEW 441) or court order or desegregation plan as modified by the execution of HEW 441B previously filed with the Office of Education in accordance with the regulations of the Department of Health, Education, and Welfare applies to this application.

e. The amounts of non-Federal funds expended for free public education in the project areas will be maintained at the same level as they would have been maintained if no projects had been approved for those areas.

f. In the case of construction required for the operation of the project—

(1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the State educational agency that funds have been allotted and to be prosecuted to completion with reasonable diligence;

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives Federal assistance under Title I of Public Law 89-10.

SIGNATURE OF AUTHORIZED LEA REPRESENTATIVE
E.P. O'Reilly, Deputy Superintendent FOR
F. Melvyn Lawson, Superintendent
E.P. O'Reilly

DATE
July 3, 1967

If cooperative project, signature of LEA designated administrative and fiscal agent is required.

OE 4305-2 (6-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

STATEMENT BY COMMUNITY ACTION AGENCY
on Project To Be Funded
Under Title I, Public Law 89-10

Please see "Instructions" on reverse side before completing this form.

1 IDENTIFICATION OF COMMUNITY ACTION AGENCY (CAA)

LEGAL NAME OF CAA Sacto. Area Economic Oppor. Council	AREA OF JURISDICTION—[*County(ies) or Parts of County(ies)*] Sacramento County	OEO IDENTIFICATION CAP GRANT NUMBER CG- 67-0490
NAME AND TITLE OF PRINCIPAL OFFICER OF CAA Rev. Keith B. Kenny	MAILING ADDRESS (*Street, City, State, Zip Code*) 2007 - 19th Street, P.O. Box 8117 Sacramento, California 95818	TELEPHONE (*Area Code & No.*) A.C. 916, 442-0781

2 IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY AND TITLE I PROJECT

LEGAL NAME OF APPLICANT LEA Sacramento City Unified School District	TITLE OF TITLE I PROJECT (*Enter the title appearing in item 1 of Project Application—OE-4305*)

3 WAS THE CAA NAMED ABOVE CONSULTED IN THE PLANNING OF THE PROJECT PROPOSED FOR FUNDING UNDER TITLE I, PUBLIC LAW 89-10?

1 ☒ YES 2 ☐ NO (*If "No," please explain reason*):

4 WILL THE PROPOSED PROJECT COMPLEMENT ON-GOING AND PROJECTED ANTI-POVERTY PROGRAMS IN THE COMMUNITY AND BE EFFECTIVELY COORDINATED WITH THE ADMINISTRATION AND OPERATION OF THE COMMUNITY ACTION AGENCY'S PROGRAMS?

1 ☒ YES 2 ☐ NO (*If "No," please explain reason*)

COMMENTS:

Although the community action agency as such, has not been directly involved with the project planning of the school district, the community action agency has had the opportunity, through a representative of the neighborhood councils funded under Title II-A of the Economic Opportunity Act, to review the proposals and programs submitted by the L.E.A. and is confident that the programs proposed will complement and effectively provide meaningful direction and supplemental services for programs funded under Title II-A of the Economic Opportunity Act of 1964.

Administration and operation of said program is and has been in the past, coordinated with the Title II-A projects where compatible, and the community action agency submits that said program can, and will be, more effective and meaningful to the poverty neighborhoods as the implementation becomes more responsible to the direction of the Citizens Advisory Committee. The The community action agency does submit that it approves of and endorses the projects herein submitted under Title I P.L. 89-10.

SIGNATURE OF PRINCIPAL OFFICER OF CAA: Robert Rowley - Acting Director

DATE: 6/26/67

COPY 1 — STATE EDUCATIONAL AGENCY

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Office of Compensatory Education
Sacramento, California

APPLICATION FOR FEDERAL ASSISTANCE
For the Education of Children from Low-Income Families
Under Title I of Public Law 89-10

PART III-STATEMENT OF PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN

INSTRUCTIONS: This form is to be completed jointly, after consultation between representatives of the public and non-public schools. A separate form must be completed for each non-public school located within the public school boundaries. If a common administration serves the non-public schools, the signature of a designated administrative officer will be sufficient for all non-public schools. See State Guidelines, page 13. Return 4 copies.

1. A. Was non-public school, where eligible children attend, consulted in the planning of the ESEA Title I program?

Yes X No ____________

B. If the answer is yes, briefly outline the type of consultation.

Non-public schools were represented on district E.S.E.A. Steering Committee and were represented on the Community Educational Advisory Committee.

C. If the answer is no, give brief explanation. ____________

2. A. Are the non-public schools located within the boundaries of the local educational agency represented in the ESEA Title I, District Advisory Committees required by State Guidelines?

Yes X No ____________

B. If the answer is no, give brief explanation. ____________

3. Give the number of eligible children who attend non-public schools.

Number of children 563

4. A. Will eligible children participate in ESEA, Title I programs?

Yes X How Many 563 No ____________

B. If answer is no, give brief explanation. ____________

5. Give name(s) of non-public school(s) located within the boundaries of your district and the name of the principal officer(s). (If additional space is needed use school stationery and attach).

Holy Angels — Non-Public School
Monsignor James D. Poole — Principal Officer

1909 - 7th Street, Sacramento 95814 — Address, Post Office
Sacramento — County

6. A. Is form HEW 441 (Assurance of Compliance) on file with the U.S. Office of Education and/or with this State Educational Agency?

Yes X No ____

B. If answer is no, please procure this form and submit 4 copies to this Office.

7. Project title(s) in which non-public school children will participate.

English Language Arts, English as a Second Language, Reading, Teacher Aides, Food Services, Health-Audiometrics, Transportation, and In-service Training.

8. If different selection criteria from that used for public school children was used to select participating non-public school children, please outline method below.

SAME

9. School premises - non-public school children participate at the

non-public ____, public ____, non-public and public X
(check one)

10. Briefly state the degree and manner of participation of non-public school children.

Non-public school children participate completely in all programs except those prohibited by guide lines.

11. Number of hours per day non-public school children participate 2 hours.

12. Short statement of any special arrangements made, such as dual enrollment, shared services, portable equipment, personnel, etc.

Remedial teacher placed at non-public schools, study trips provided, specialized equipment lent to non-public schools, involved in In-service Training Program.

Signature of Principal Officer
(Non-Public School)

E P O'Reilly
Signature of Superintendent
(Local School District
E. P. O'Reilly, Deputy Superintendent FOR
F. Melvyn Lawson, Superintendent

5. Give name(s) of non-public school(s) located within the boundaries of your district and the name of the principal officer(s). (If additional space is needed use school stationery and attach).

Bishop Armstrong High School — Monsignor James D. Poole
Non-Public School — Principal Officer

4315 Sacramento Blvd., Sacramento, Calif. — Sacramento
Address — Post Office — County

6. A. Is form HEW 441 (Assurance of Compliance) on file with the U.S. Office of Education and/or with this State Educational Agency?

Yes________ No________

B. If answer is no, please procure this form and submit 4 copies to this Office.

7. Project title(s) in which non-public school children will participate.

8. If different selection criteria from that used for public school children was used to select participating non-public school children, please outline method below.

9. School premises - non-public school children participate at the

non-public________, public________, non-public and public________
(check one)

10. Briefly state the degree and manner of participation of non-public school children.

11. Number of hours per day non-public school children participate________

12. Short statement of any special arrangements made, such as dual enrollment, shared services, portable equipment, personnel, etc.

Signature of Principal Officer
(Non-Public School)

Signature of Superintendent
(Local School District

5. Give name(s) of non-public school(s) located within the boundaries of your district and the name of the principal officer(s). (If additional space is needed use school stationery and attach).

St. Joseph's Parish School ______ Monsignor James D. Poole ______
Non-Public School — Principal Officer

815 G Street, Sacramento 95814 ______ Sacramento ______
Address — Post Office — County

6. A. Is form HEW 441 (Assurance of Compliance) on file with the U.S. Office of Education and/or with this State Educational Agency?

Yes____________ No____________

B. If answer is no, please procure this form and submit 4 copies to this Office.

7. Project title(s) in which non-public school children will participate.

____

____

8. If different selection criteria from that used for public school children was used to select participating non-public school children, please outline method below.

____

____

9. School premises - non-public school children participate at the

non-public__________, public__________, non-public and public__________
(check one)

10. Briefly state the degree and manner of participation of non-public school children.

____

____

11. Number of hours per day non-public school children participate__________

12. Short statement of any special arrangements made, such as dual enrollment, shared services, portable equipment, personnel, etc.

____

____

______________________________ ______________________________
Signature of Principal Officer (Non-Public School) — Signature of Superintendent (Local School District

5. Give name(s) of non-public school(s) located within the boundaries of your district and the name of the principal officer(s). (If additional space is needed use school stationery and attach).

St. Peter School — Non-Public School

Monsignor James D. Poole — Principal Officer

6200 McMahon Drive, Sacramento 95824 — Address, Post Office

Sacramento — County

6. A. Is form HEW 441 (Assurance of Compliance) on file with the U.S. Office of Education and/or with this State Educational Agency?

Yes__________ No__________

B. If answer is no, please procure this form and submit 4 copies to this Office.

7. Project title(s) in which non-public school children will participate.

8. If different selection criteria from that used for public school children was used to select participating non-public school children, please outline method below.

9. School premises - non-public school children participate at the

non-public__________, public__________, non-public and public__________
(check one)

10. Briefly state the degree and manner of participation of non-public school children.

11. Number of hours per day non-public school children participate__________

12. Short statement of any special arrangements made, such as dual enrollment, shared services, portable equipment, personnel, etc.

Signature of Principal Officer
(Non-Public School)

Signature of Superintendent
(Local School District

APPENDIX

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

January 18, 1967

Research Report
Series 1966-67
No. 8
Topic: THE ETHNIC COMPOSITION OF THE PUPIL POPULATION OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, FALL, 1966

Introductory Statements

This is the fourth in an annual series of surveys to determine the ethnic composition of the pupil population of the Sacramento City Unified School District and to analyze possible trends that might prove to be significant. The report that follows summarizes the results of the survey conducted in the fall, 1966. It will be utilized in the determination of future school attendance boundary lines resulting from district growth or from changes in the overall district program, and to assist the staff in the development of any plan to alleviate or eliminate the adverse effects of de facto segregation.

The designation of individual ethnic groups used in previous studies has been changed to conform with those used by the state of California and the United States Bureau of Census. Because of this change, any comparison of this study with the three previous studies will be limited to the Negro and Oriental ethnic groups since they were unaffected by the new classification. It will be necessary to work within the new framework for at least another year before significant developments and relationships can be identified.

Sources of Data

I. Pupil census records maintained by the Student Information Services Section of the Special Services Office.

II. Machine listings indicating the ethnic composition by school, by level, and for the entire district. These listings were made available by the Management Information Services Department of the Business Services Office.

III. Preliminary Report on the Ethnic Composition of the Pupil Population of the Sacramento City Unified School District, Sacramento City Unified School District, Research Report #3, September 25, 1963.

IV. The Ethnic Composition of the Pupil Population of the Sacramento City Unified School District, Fall, 1964, Sacramento City Unified School District, Research Report #5, December 10, 1964.

V. The Ethnic Composition of the Pupil Population of the Sacramento City Unified School District, Fall, 1965, Sacramento City Unified School District, Research Report #7, December 16, 1965.

VI. New and Revised Elementary School Attendance Boundaries for the 1966-67 School Year, Sacramento City Unified School District, Research Report #13, April 26, 1966.

Methods of Procedure

I. After completing last year's study, the ethnic background of each pupil was recorded on the student census file to avoid the necessity of asking each teacher in each school to repeat the same procedure year after year. Since that time, the ethnic background of new pupils entering the district has been determined by observation at the time of initial enrollment and carried on continuously so that at any given time the information necessary for this report could be made available. Information relating to the ethnic background of individual pupils has been used only for the purpose of conducting studies of this nature and in providing guidelines for the analysis of individual school attendance areas.

II. The Management Information Services Department of the Business Services Office through the use of a computer program summarized the data on the student census file with regard to the ethnic composition of the pupil population of each school in the district. These summaries have been used by the Planning and Research Services Office to develop the findings that follow.

III. The results of the current study were compared whenever possible to:

A. Ethnic studies for the previous three years.

B. Projections made last spring involving those schools involved in Project Aspiration.

Findings

I. Elementary (57 Schools)

A. The number and percentage of pupils in each ethnic group, for each school in the district are presented in Table 1.

B. The percentage rank by ethnic group of each school in the district from the highest to the lowest is presented in Table 5.

C. The following is a summary of the data in Tables 1 and 5. This summary presents a frequency distribution of the schools based on the percentage of pupils within each ethnic group.

Ethnic Group	No. of Schools			
	(0-25%)	(25.1-40%)	(40.1-50%)	(50.1-100%)
White of Spanish Surname	49	6	1	1
Other White	6	7	3	41
Negro	48	4	2	3
Oriental	53	2	1	1
American Indian	57	0	0	0
Other Non-White	57	0	0	0
Total Minority Groups	23	13	5	16

Findings (Cont'd)

1. White of Spanish surname
    a. The percentage concentration by school ranged from a minimum of .9% at Alice Birney to a maximum of 56.3% at Washington.
    b. Only one school (Washington) had a population in excess of 50%.
    c. 11.4% of the total elementary school population was in this group. The population in 19 schools exceeded 11.4%.
2. Other white
    a. The percentage concentration by school ranged from a minimum of 5.4% at Argonaut to a maximum of 96.2% at O. W. Erlewine.
    b. The population in 41 of the 57 elementary schools exceeded 50%.
    c. 65.3% of the total elementary school population was in this group. The population in 31 schools exceeded 65.3%.
3. Negro
    a. The percentage concentration by school ranged from a minimum of .2% at Sequoia to a maximum of 85.2% at Camellia. For the first time in the four-year history of this study, every elementary school in the district has pupils from this minority group.
    b. Three schools (Camellia, Argonaut and Donner) had a population in excess of 50%. Five schools have fallen within this range during each of the three preceding years. Missing from this group for the first time are American Legion and Elder Creek, both of which were involved in Project Aspiration. The purpose of Project Aspiration was, of course, to alleviate or eliminate the adverse effects of de facto school segregation and, in particular, in relation to the Negro population. Table 8 presents a comparison of the percentage concentration of the Negro population in those schools affected by Project Aspiration for the fall of 1965 and the fall of 1966.

        (1) Sending schools

        The same five schools that have exhibited a pupil concentration in excess of 50% for each of the past three years were the sending schools involved in Project Aspiration. The school most affected by this program was American Legion where the entire student body was dispersed to other schools within the district.

Next to American Legion, the school most affected was Elder Creek which exhibited a decrease of 15%. Although a drop was anticipated at Elder Creek, it was not expected to be this great. The effect in the three remaining schools was expected to be minimal at least for the current school year. Pupils currently attending Argonaut will be dispersed among four different receiving schools beginning with the fall semester, 1967. Therefore, unless something highly unusual happens between now and the fall, 1967, only two schools will retain a Negro population of 50% or more.

(2) Receiving Schools

As was anticipated, all 19 schools exhibited increases in the percentage of Negro pupils enrolled. The average increase per school was 8.5% and the maximum increase was 25.2% at Marshall.

c. The percentage of Negro pupils enrolled at Oak Ridge for each of the three preceding years has been in the range, 25.1-40%. After increasing yearly, the Negro population now exceeds 40%.

d. The percentage of Negro pupils enrolled at Bret Harte and Ethel Phillips has increased each year within the range, 25.1-40%. Two additional schools (Fruit Ridge and Marshall) have entered this range in the fall of 1964 and the fall of 1966, respectively.

e. In 24 schools, the percentage of Negro pupils enrolled either has remained constant or increased each year since the fall, 1963. This same pattern has been exhibited in 12 additional schools each year since the fall, 1964.

f. The percentage of Negro pupils enrolled at Washington has decreased each year since the fall, 1963. This same pattern has been exhibited at Earl Warren since the fall, 1964.

g. The Negro population expressed as a percentage of the total elementary population and related to the number of individual schools that exceeded these percentages for the current year and for each of the three preceding years was as follows:

Year	Total Elementary Percentage	No. of Schools Exceeding Percentage
Fall, 1963	11.7	17
Fall, 1964	12.2	16
Fall, 1965	13.5	15
Fall, 1966	13.9	21

(1) The percentage of Negro pupils has increased each year since the fall, 1963. The most recent increase has been the smallest.

(2) The percentage concentration in 12 schools has exceeded the concentration within the total elementary segment each year since the fall, 1963.

(3) During the current year, the number of schools in which the Negro concentration exceeded the concentration within the total elementary segment was greater than at any time during the three preceding years. As a result of Project Aspiration, the Negro population has been dispersed more evenly throughout the district and is no longer as heavily concentrated in a small number of schools.

4. Oriental

a. The percentage concentration by school ranged from a minimum of .0% at Parkway and Camellia to a maximum of 51.9% at Riverside.

b. As has been the case during the three preceding years, Riverside is the only school with an Oriental population in excess of 50%. No definite pattern either upward or downward has been apparent during this period. The steadily increasing percentage at William Land was such that it might have been expected to exceed 50% this year. On the contrary, for the first time, this school exhibited a decrease, dropping to 47.2%.

c. The percentage of Oriental pupils at John Cabrillo and Sutterville has been within the range, 25.1-40%, each year since the fall, 1963. At John Cabrillo, this percentage has increased each year since the fall, 1964, while at Sutterville no definite pattern either upward or downward has been exhibited.

d. The percentage of Oriental pupils at Lincoln appeared in the range, 25.1-40%, from the fall, 1963, to the fall, 1965. However, since the fall, 1964, this school has exhibited a decreasing pattern and this year for the first time, the percentage concentration was less than 25%.

e. In 10 schools, the percentage of Oriental pupils enrolled either has remained constant or increased each year since the fall, 1963. This same pattern has been exhibited in 6 additional schools each year since the fall, 1964.

f. In 8 schools, the percentage of Oriental pupils enrolled either has remained constant or decreased each year since the fall, 1963. This same pattern has been exhibited in 5 additional schools each year since the fall, 1964.

g. The Oriental population expressed as a percentage of the total elementary population for the current year and for each of the three preceding years was as follows:

Year	Total Elementary Percentage
Fall, 1963	7.9
Fall, 1964	8.1
Fall, 1965	7.8
Fall, 1966	7.7

(1) The percentage of Oriental pupils has decreased each year since the fall, 1964, although the actual number of pupils enrolled has increased between the fall, 1965, and the fall, 1966.

(2) The percentage concentration in 10 schools has exceeded the concentration within the total elementary segment each year since the fall, 1963. One additional school (Pony Express) has exhibited this same pattern each year since its opening in the fall, 1964.

(3) During the current year, the Oriental population in 12 schools exceeded 7.7%, the concentration for the total elementary segment.

5. American Indian

a. The percentage concentration by school ranged from a minimum of .0% in 46 schools to a maximum of 1.0% at Marshall.

b. .1% of the total elementary school population was in this group. The population in 11 schools exceeded .1%.

6. Other non-white

a. The percentage concentration by school ranged from a minimum of .0% at 5 schools to a maximum of 9.6% at Argonaut.

b. 1.6% of the total elementary school population was in this group. The population in 24 schools exceeded 1.6%.

7. Total minority group population

a. The percentage concentration by school ranged from a minimum of 3.8% at O. W. Erlewine to a maximum of 94.6% at Argonaut.

b. 16 schools had a minority group population in excess of 50%.

c. 34.7% of the total elementary school population was in this group. The population in 26 schools exceeded 34.7%.

II. Junior High (12 Schools)

A. The number and percentage of pupils in each ethnic group for each school in the district are presented in Table 2.

B. The percentage rank by ethnic group of each school in the district from the highest to the lowest is presented in Table 6.

C. The following is a summary of the data in Tables 2 and 6. This summary presents a frequency distribution of the schools based on the percentage of pupils within each ethnic group.

Ethnic Group	No. of Schools			
	(0-25%)	(25.1-40%)	(40.1-50%)	(50.1-100%)
White of Spanish Surname	11	1	0	0
Other White	1	0	0	11
Negro	12	0	0	0
Oriental	12	0	0	0
American Indian	12	0	0	0
Other Non-White	12	0	0	0
Total Minority Groups	4	3	4	1

1. White of Spanish surname

a. The percentage concentration by school ranged from a minimum of 3.1% at Sam Brannan to a maximum of 33.9% at Lincoln.

b. 11.2% of the total junior high school population was in this group. The population in 6 schools exceeded 11.2%.

2. Other white

a. The percentage concentration by school ranged from a minimum of 21.0% at Lincoln to a maximum of 86.6% at Albert Einstein.

b. Only one school (Lincoln) had a population of less than 50%.

c. 66.9% of the total junior high school population was in this group. The population in 6 schools exceeded 66.9%.

3. Negro

   a. The percentage concentration by school ranged from a minimum of 3.1% at Fern Bacon to a maximum of 24.8% at Peter Lassen.

   b. With one exception, the Negro population in all junior high schools has been less than 25% since the fall, 1963. The percentage concentration at Stanford was 49.9% in the fall, 1963.

   c. In 6 schools, the percentage of Negro pupils enrolled has increased each year since the fall, 1963. This same pattern has been exhibited in 2 additional schools since the fall, 1964. One of the two latter schools (Albert Einstein) opened in the fall, 1964. The greatest increases have been at Peter Lassen (22.6%) and California (16.2%).

   d. No school has exhibited a consistently decreasing pattern during the period under study.

   e. The Negro population expressed as a percentage of the total junior high school population for the current year and for each of the three preceding years was as follows:

Year	Total Junior High Percentage
Fall, 1963	8.3
Fall, 1964	9.4
Fall, 1965	10.6
Fall, 1966	12.2

(1) The percentage of Negro pupils has increased each year since the fall, 1963. The most recent increase has been the largest.

(2) The percentage concentration at Lincoln and Will C. Wood has exceeded the concentration within the total junior high school segment each year since the fall, 1963. This same pattern has been exhibited at California and Peter Lassen since the fall, 1964, when each of these two schools absorbed a large part of the Stanford enrollment.

4. Oriental

   a. The percentage concentration by school ranged from a minimum of 2.1% at John H. Still to a maximum of 24.1% at Lincoln.

b. For the first time in the history of this study, all schools have an Oriental population of less than 25%. The percentage of Oriental pupils at Lincoln has decreased each year from 36.4% in the fall of 1963 to 24.1% in the fall of 1966. One other school (California) has decreased each year since the fall, 1963. Two schools (Sam Brannan and Charles M. Goethe) have exhibited increases each year during this same period.

c. The Oriental population expressed as a percentage of the total junior high school population for the current year and for each of the three preceding years was as follows:

Year	Total Junior High Percentage
Fall, 1963	9.6
Fall, 1964	9.1
Fall, 1965	8.9
Fall, 1966	8.5

(1) Both the number and percentage of Oriental pupils have decreased each year since the fall, 1963.

(2) The percentage concentration at 5 schools has exceeded the concentration within the total junior high school segment each year since the fall, 1963.

5. American Indian

a. The percentage concentration by school ranged from a minimum of .0% at 9 schools to a maximum of .2% at Charles M. Goethe and Peter Lassen.

b. The percentage of pupils in this group is insignificant when compared to the total junior high school enrollment.

6. Other non-white

a. The percentage concentration by school ranged from a minimum of .6% at 3 schools to a maximum of 3.5% at Lincoln.

b. 1.2% of the total junior high school population was in this group.

7. Total minority group population

The percentage concentration by school ranged from a minimum of 13.4% at Albert Einstein to the maximum of 79% at Lincoln. Although Lincoln is the only school with a minority group population in excess of 50%, it is conceivable that California and, possibly, Peter Lassen will be in this range by the fall of 1967.

III. Senior High (4 Schools)

A. The number and percentage of pupils in each ethnic group for each school in the district are presented in Table 3.

B. The percentage rank by ethnic group of each school in the district from the highest to the lowest is presented in Table 7.

C. The following is a summary of the data in Tables 3 and 7. This summary presents a frequency distribution of the schools based upon the percentage of pupils within each ethnic group.

Ethnic Group	No. of Schools			
	(0-25%)	(25.1-40%)	(40.1-50%)	(50.1-100%)
White of Spanish Surname	4	0	0	0
Other White	0	0	0	4
Negro	4	0	0	0
Oriental	4	0	0	0
American Indian	4	0	0	0
Other Non-White	4	0	0	0
Total Minority Groups	2	1	1	0

1. White of Spanish surname

   a. The percentage concentration by school ranged from a minimum of 6.5% at C. K. McClatchy to a maximum of 16.3% at Sacramento.

   b. 10.1% of the total high school population was in this group. Only one school had a population in excess of 10.1%.

2. Other white

   a. The percentage concentration by school ranged from a minimum of 53.5% at Sacramento to a maximum of 80.0% at Luther Burbank.

   b. All four schools had a population in excess of 50%.

   c. 69.7% of the total high school population was in this group. The population in two schools exceeded 69.7%.

3. Negro

   a. The percentage concentration by school ranged from a minimum of 6.2% at Luther Burbank to a maximum of 16.9% at Sacramento.

b. In two schools, the percentage of Negro pupils has increased each year since the fall, 1963. This same pattern has been exhibited in one additional school since the fall, 1964.

c. The Negro population expressed as a percentage of the total senior high population for the current year and for each of the three preceding years was as follows:

Year	Total Senior High Percentage
Fall, 1963	7.0
Fall, 1964	7.9
Fall, 1965	8.5
Fall, 1966	9.1

(1) The percentage of Negro pupils has increased each year since the fall, 1963.

(2) The percentage concentration at Sacramento has exceeded the concentration within the total senior high school segment each year since the fall, 1963.

4. Oriental

a. The percentage concentration by school ranged from a minimum of 2.8% at Hiram Johnson to a maximum of 20.4% at C. K. McClatchy.

b. In all four schools, the percentage of Oriental pupils has either remained constant or increased each year since the fall, 1963.

c. The Oriental population expressed as a percentage of the total senior high school population for the current year and for each of the three preceding years was as follows:

Year	Total Senior High Percentage
Fall, 1963	5.9
Fall, 1964	7.6
Fall, 1965	9.8
Fall, 1966	10.4

(1) The percentage of Oriental pupils has increased each year since the fall, 1963.

(2) The percentage concentration at C. K. McClatchy and Sacramento has exceeded the concentration within the total senior high school segment each year since the fall, 1963.

5. American Indian

The number of pupils in this ethnic group when compared to the total high school enrollment was insignificant.

6. Other non-white

a. The percentage concentration by school ranged from a minimum of .5% at Sacramento to a maximum of 1.0% at Hiram Johnson.

b. .7% of the total high school population was in this group.

7. Total minority group population

a. The percentage concentration by school ranged from a minimum of 20% at Luther Burbank to a maximum of 46.5% at Sacramento.

b. 30.3% of the total high school population was in this group. The population in two schools exceeded 30.3%.

IV. Total District

A. The number and percentage of pupils in each ethnic group are presented in Table 4.

1. Negro

The Negro population expressed as a percentage of the total district population for the current year and for each of the three preceding years was as follows:

Year	Total District Percentage
Fall, 1963	9.9
Fall, 1964	10.6
Fall, 1965	11.8
Fall, 1966	12.5

The percentage of Negro pupils has increased each year since the fall, 1963.

Findings (Cont'd)

2. Oriental

The Oriental population expressed as a percentage of the total district population for the current year and for each of the three preceding years was as follows:

Year	Total District Percentage
Fall, 1963	7.9
Fall, 1964	8.2
Fall, 1965	8.5
Fall, 1966	8.4

With the exception of the fall, 1965, the current percentage of Oriental pupils is higher than at any time since the fall, 1963.

Summary

Changes that have been made in the designation of the ethnic status of pupils have prohibited comparisons with previous years in all cases with the exception of the Negro and Oriental minority groups.

Based on the policy adopted by the Board of Education on October 4, 1965, de facto segregation currently exists in five of the district's fifty-seven elementary schools as indicated below.

Washington	(White of Spanish surname, 56.3%)
Camellia	(Negro, 85.2%)
Argonaut	(Negro, 74.6%)
Donner	(Negro, 64.0%)
Riverside	(Oriental, 51.9%)

Eleven additional elementary schools have a total minority group population in excess of fifty per cent.

During each of the three preceding years, there were five de facto segregated elementary schools resulting from high concentrations of Negro pupils. Because of Project Aspiration, this situation has been materially improved.

None of the junior or senior high schools is de facto segregated according to the board definition. It is interesting to note, however, that at the junior high school level, Lincoln ranks at the top in relation to the white of Spanish surname, Oriental and total minority group pupil populations.

Both the number and percentage concentration of Negro pupils at each level and for the total district have increased each year during the four-year history of this study. The Oriental population at the senior high level has followed this same increasing pattern while just the opposite pattern has been exhibited at the junior high level. Although the Oriental enrollment for the total district has increased each year since 1963, the percentage concentration actually has decreased since the fall, 1965. The only pattern exhibited by the Oriental population at the elementary level has been a decrease in the percentage concentration since the fall, 1964.

The percentage changes for the Negro and Oriental pupil populations as well as the total district pupil population for the fall of 1966 when compared with the corresponding numbers in the fall of 1963 were as follows:

Level	Per Cent Change		
	Negro	Oriental	Total District
Elementary	+ 28.5%	+ 5.4%	+ 8.2%
Junior High	+ 47.1%	- 11.5%	- 0.1%
Senior High	+ 39.8%	+ 89.4%	+ 7.7%
Total District	+ 33.7%	+ 13.7%	+ 6.2%

Since the fall of 1963, the growth in the pupil populations of both the Negro and Oriental ethnic groups has exceeded that of the total district. Whereas this pattern has appeared at all levels within the Negro population, it is evident that within the Oriental population the large numbers of pupils that have progressively passed from the junior high level to the senior high level have not been replaced by equal numbers from the elementary level. It is conceivable, therefore, that within the next three years, the percentage increase within the Oriental population will be less than that of the total district at all levels.

Walter A. Parsons
Director, General Research Services
Planning and Research Services

Approved:
DONALD E. HALL
Assistant Superintendent
Planning and Research Services

WAP:lw

Table 1
ETHNIC COMPOSITION OF THE PUPIL POPULATION OF ELEMENTARY SCHOOLS, FALL, 1966

School	Ethnic Composition												Total
	White of Spanish Surname		Other White		Negro		Oriental (Japanese, Chinese and Korean)		American Indian		Other Non-white		
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	
Alice Birney	5	.9	368	64.1	65	11.3	129	22.5			7	1.2	574
A. M. Winn	13	2.6	375	74.8	72	14.4	16	3.2			25	5.0	501
Argonaut	23	9.6	13	5.4	179	74.6	2	.8			23	9.6	240
Bear Flag	12	2.6	350	75.8	14	3.0	81	17.5			5	1.1	462
Bowling Green	25	4.0	533	85.0	40	6.4	27	4.3			2	.3	627
Bret Harte	90	16.9	209	39.0	205	38.4	19	3.6			11	2.1	534
Caleb Greenwood	31	5.3	438	74.3	110	18.7	9	1.5			1	.2	589
Camellia	30	8.9	20	5.9	287	85.2							337
Clayton B. Wire	51	10.3	391	79.0	36	7.3	10	2.0			7	1.4	495
C. P. Huntington	53	10.4	350	68.4	11	2.2	97	19.0					511
Coloma	52	11.8	283	64.1	96	21.8	8	1.8			2	.5	441
Crocker	9	2.5	312	88.2	4	1.1	27	7.6			2	.6	354
David Lubin	33	7.9	329	78.8	39	9.3	14	3.3			3	.7	418
Donner	53	10.7	104	21.1	317	64.0	8	1.6	1	.2	12	2.4	495
Earl Warren	97	20.7	298	63.7	45	9.6	12	2.6	1	.2	15	3.2	468
Edward Kemble	41	5.6	623	85.2	43	5.9	15	2.1			9	1.2	731
Elder Creek	105	30.9	82	24.0	140	41.2	6	1.8			7	2.1	340
El Dorado	11	3.2	297	86.6	23	6.7	8	2.3			4	1.2	343
Ethel I. Baker	79	12.0	496	75.6	48	7.3	26	4.0			7	1.1	656
Ethel Phillips	157	28.1	189	33.8	179	32.0	18	3.2	1	.2	15	2.7	559
Freeport	50	6.5	602	78.1	74	9.6	38	4.9			7	.9	771
Fremont	69	20.4	177	52.2	60	17.7	19	5.6			14	4.1	339
Fruit Ridge	104	12.5	383	45.8	295	35.3	38	4.6	4	.5	11	1.3	835
H. W. Harkness	59	6.7	592	67.1	114	12.9	102	11.6			15	1.7	882
Hollywood Park	68	11.1	321	52.3	85	13.9	128	20.9			11	1.8	613
Hubert H. Bancroft	16	5.2	281	91.2	3	1.0	8	2.6					308
Jedediah Smith	162	29.9	203	37.5	119	22.0	23	4.3			34	6.3	541
John Bidwell	23	3.2	568	79.7	57	8.0	55	7.7			10	1.4	713
John Cabrillo	17	2.8	348	57.5	30	5.0	209	34.5			1	.2	605
John D. Sloat	35	7.0	384	76.3	60	11.9	19	3.8	4	.8	1	.2	503
John F. Morse	10	2.8	267	74.6	43	12.0	19	5.3	2	.6	17	4.7	358
Joseph Bonnheim	131	13.8	724	76.4	21	2.2	66	7.0			6	.6	948
Lincoln	99	45.6	23	10.6	38	17.5	44	20.3			13	6.0	217
Maple	85	30.4	154	55.0	27	9.6	12	4.3			2	.7	280
Mark Hopkins	57	7.9	537	74.8	88	12.3	22	3.1			14	1.9	718
Mark Twain	103	11.8	729	83.9	15	1.7	20	2.3			3	.3	870
Marshall	76	24.7	139	45.2	79	25.6	5	1.6	3	1.0	6	1.9	308
Newton Booth	76	19.4	150	38.4	76	19.4	70	17.9			19	4.9	391
Nicholas	50	6.6	605	80.3	52	6.9	12	1.6	3	.4	32	4.2	754
Oak Ridge	165	29.2	150	26.5	234	41.3	7	1.2			10	1.8	566
O. W. Erlewine	9	1.9	454	96.2	5	1.1	2	.4			2	.4	472
Pacific	54	8.8	511	83.4	28	4.6	15	2.5			4	.7	612
Parkway	26	3.7	641	91.8	31	4.4					1	.1	699
Peter Burnett	59	10.2	462	80.2	35	6.1	9	1.6			11	1.9	576
Phoebe Hearst	48	8.4	429	74.8	84	14.7	11	1.9			1	.2	573
Pony Express	16	3.4	358	75.2	8	1.7	94	19.7					476
Riverside	29	7.8	133	35.7	16	4.3	193	51.9			1	.3	372
Sequoia	70	8.3	754	89.6	2	.2	13	1.5			3	.4	842
Sierra	43	9.3	297	64.3	107	23.2	9	1.9			6	1.3	462
Sutterville	12	2.0	341	57.6	10	1.7	223	37.7			6	1.0	592
Tahoe	43	9.0	331	69.6	77	16.2	13	2.7	2	.4	10	2.1	476
Theodore Judah	40	8.3	363	75.3	62	12.9	14	2.9			3	.6	482
Thomas Jefferson	41	8.0	456	89.4	5	1.0	8	1.6					510
Washington	263	56.3	150	32.2	16	3.4	14	3.0	2	.4	22	4.7	467
William Land	94	21.7	77	17.7	48	11.1	205	47.2	1	.2	9	2.1	434
Woodbine	84	27.5	140	46.0	50	16.4	8	2.6			23	7.5	305
John Muir	11	9.1	77	63.6	27	22.3	4	3.3			2	1.7	121
Total Elementary	3,367	11.4	19,371	65.3	4,134	13.9	2,283	7.7	24	.1	487	1.6	29,666

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Administration Building
Staff Training Services Department
September 1, 1966

PROGRESS REPORT - "PROJECT ASPIRATION" #1

I. General Information

A. At its regular meeting, on April 25, 1966, the Board of Education adopted a plan to provide the beginning of a moderate program for the alleviation or elimination of the adverse effects of de facto segregation as contemplated in the board's Policy on Equal Educational Opportunities. The plan adopted has been referred to as Plan 1A, or "Project Aspiration." Following this action, the superintendent appointed a steering committee which had as its responsibility the establishment of an orientation and in-service training program for pupils, teachers, parents and administrators at both the sending and receiving schools. The committee's function was to: (1) give all persons concerned an understanding, in depth, of the problems facing the culturally disadvantaged child; (2) provide specific information needed to make the transfer as smooth and effective as possible; and (3) recommend further programs of action for the schools involved.

B. The steering committee discussed the action program with teachers, principals and administrators from the sending and receiving schools to obtain their ideas as to what should be done in the short period of time remaining in the current school year. It was concluded that the program should be developed in three phases and that these phases should include periods of time between the present and the end of the school year, the summer months and the 1966-67 school year.

C. It was apparent, from the beginning, that the principal of the school must be the key to the success of the program. He was the one individual who knew the capabilities of his staff, the needs of his students, and the general attitude of his parents. The principal's position was unique because he is sensitive to the concerns and needs of his school's community and is in the best position to communicate with its citizens.

D. The principal objective of the program was to develop favorable attitudes on the part of parents, teachers and students toward the reassignment of students in de facto segregated schools. The ultimate goal was to give each child an equal opportunity to achieve his maximum potential by increasing his motivation and achievement, expanding his level of aspiration and intensifying his sense of self direction.

II. In-service Training Program

A. The following is a report of activities which have been conducted in the schools and in the community during the past two months and proposed programs of in-service training and orientation for the summer months and for the 1966-67 school year:

1. Phase I (May 1 through June 17)

   a. Because of the vital necessity to include all persons concerned with "Project Aspiration" in the organization and planning of the project, a special meeting was held with principals from sending and receiving schools on Tuesday, May 10, 1966, to inform them of the tentative plan of action and request suggestions from them for additional ideas which could improve the program.

   b. Upon final approval by the principals and the administrative staff of the minimum program, Administrative Bulletin #151 was sent to all sending and receiving schools announcing the program which was to be carried out in each of the schools.

   c. On Monday, May 16, 1966, a staff meeting was held by the principal in each of the sending and receiving schools to discuss, in detail, the reassignment of students, the in-service training program, and the method in which teachers' transfers would be considered. This meeting was to inform the teachers of all aspects of the program so that they might be prepared to answer any questions asked of them by students or parents.

   d. Letters were sent to all parents of American Legion, Donner, Elder Creek, Camellia, and Argonaut, stating the positive aspects of the program, the benefits which could be derived by the students and an official invitation for all parents to attend a May 18 reception at the sending school.

   e. The May 18 meetings were structured by the principal of the sending school and great emphasis was placed on encouraging parents to attend. Members of the Staff Training Services Office visited the schools during these meetings and were impressed with the outstanding job which had been done by all school principals. The meetings were informative, extremely constructive and devoted to a program of positive action.

   f. During the week of May 23 through May 27, the principals of the receiving schools scheduled resource persons to meet with their staffs to discuss the culturally disadvantaged child. Resource persons were selected from the professional staff of the Sacramento City Unified School District and from lay groups which had been active in developing inter-group relations programs in the community. It was requested that these persons discuss the problems facing the culturally disadvantaged child in a positive manner with the teachers, clerks, custodians and cafeteria workers of each of the buildings. In most cases, the programs were extremely successful, with teachers and the resource persons discussing the problems of the culturally disadvantaged child in a manner which was beneficial to both.

g. Principals of all receiving schools scheduled orientation meetings with the students of American Legion, Donner, Elder Creek, Camellia, and Argonaut between the weeks of May 23 through June 6. The principals met with the students to discuss "Project Aspiration" and made every effort to make them feel welcome to their new school environment. Parents were also invited to these meetings. This part of the program was reported to be extremely successful and the youngsters seemed eager to know about their new school and their new principal.

h. Letters were sent from the principals of sending schools inviting parents to a reception involving parents and teachers at the receiving school on either June 7 or June 8. In visiting these receptions, it was found that the meetings were cordial and designed to give parents an opportunity to become acquainted with the parents and teachers of the receiving school and become familiar with the school facilities. It was apparent that everyone was trying to make "Project Aspiration" successful and that the meetings which had been held prior to this date had gone a long way to alleviate many of the problems which originally arose in the program.

i. One hundred ninety-eight teachers from receiving schools were provided substitutes so that they might have the opportunity to visit sending schools and observe the students who were being transferred to them. Teachers had the opportunity to visit for one-half day, and in most cases reported this program to be highly beneficial to them in approaching the 1966-67 school year.

j. Special arrangements have been made to mail information to students during the summer regarding their bus schedules. Those students who are eligible for free lunches are being carefully screened and will be notified by mail during the summer months. All others who are interested in obtaining free lunches must apply to the principal of the receiving school.

k. The principals and parents of all receiving and sending schools deserve commendation for the special effort which was made in excess of the minimum program which was required by the district. Schools reported the following additional activities:

  (1) Parents in some receiving schools made door to door visits, in the sending school areas, to register new kindergarten children and welcome them to their new school.

  (2) Some schools invited their new students to participate in a summer reading program which was being conducted by the parents of the school.

(3) A group of the schools invited students to play days, carnivals and track events and to have lunch at the receiving school.

(4) In some cases, parents from receiving schools not only called personally to invite parents from sending schools to attend the June 7 or 8 meetings, but also offered them transportation to the meeting.

(5) In four schools the P.T.A. in both the receiving and sending schools met to help plan the program of orientation for parents.

1. The assistant to the superintendent for intergroup relations has been meeting with parents and groups from both the minority and majority communities in an effort to create a better understanding regarding the needs and the goals of "Project Aspiration." Also, he is in the process of organizing a variety of lay committees to assist in bringing about more understanding, communication, and cooperation in the communities involved in "Project Aspiration."

B. Evaluation

For the most part, it was considered that the program, to this point, has been highly successful. Time was a definite factor causing concern in regard to planning and placing the program into operation. All members of the school staff were highly pressed for time because of testing and the responsibility for closing school. However, each of them assumed additional burdens in developing the program so that "Project Aspiration" could be successfully initiated with the greatest amount of cooperation and good will. Some schools had more activities than others, but in all cases each school developed a plan according to the number of students involved and appropriate to that particular school community. Great consideration in the future must be made for preplanning to avoid added burden to staff members at the close of a busy school year. Lay people or resource persons who are asked to serve the teachers must be qualified and skilled in working with people. They must understand the direction in which the district wishes to conduct the program and the manner in which the teachers need to be served. These persons can be of invaluable service to the schools if they can maintain a positive approach in developing understandings and concepts. They must be willing to serve within a framework designed by the district.

C. Phase II (June 17 through September 12)

1. This period of time will be used by teachers, administrators and parents to plan orientation programs for the new students and procedures for welcoming them on the first day of the school year.

2. Each principal will develop an orientation booklet with questions and answers to problems facing students who will be enrolling in a new school in September. The booklet will be given to all students and will include such items as the year's calendar, bus schedules, procedures for lunch, illness and attendance procedures, etc.

3. A meeting will be held for all receiving school principals prior to the opening of school. This meeting will enable each principal to double check those assignments which have been made and to provide them with the latest information regarding special compensatory type services that may be made available.

4. It is recommended that the receiving schools have additional help from their parents for the opening day of school to welcome the newcomers and to help register the students. It is planned to utilize the services of the noon-duty supervisor to assist on opening day.

5. The assistant to the superintendent for intergroup relations is contacting the leadership of youth groups and organizations, to have them reevaluate their policy of allowing only students residing in the area to join youth organizations. The recommendation made by the steering committee was to allow students to participate with groups in the schools which they will attend.

6. A Summer Workshop on Compensatory Education has been designed specifically to train 150 teachers so that they can more adequately serve the culturally disadvantaged child.

7. The Ministerial Association has been contacted by the assistant to the superintendent for intergroup relations to ask its support in the development of a plan to set aside one Sunday prior to the opening of school in which each individual minister will preach racial understanding in our community.

D. Phase III (1966-67 school year)

The steering committee appointed by the superintendent will continue to review, modify, and evaluate the program that has been in effect and will make recommendations as to the future long-range program. The following items are suggestions made by the committee as initial proposals for Phase III.

1. It is recommended that a district human relations committee be established under the chairmanship of the assistant to the superintendent for intergroup relations. This committee will act as a sounding board for problems in intergroup relations and will make suggestions for programs which could approach the subject of integration in a positive manner. It is recommended that the committee be composed of two principals, two teachers, the director of compensatory education and a member of the Staff Training Services Department and one member from the Curriculum Development Center.

2. A special citizens' committee for "Project Aspiration" is being organized by the assistant to the superintendent for intergroup-relations to discuss racial problems and develop programs of a positive nature which can help mold a feeling of brotherhood in the community of Sacramento. This committee is not directly connected with the schools, but consists of parents from both sending and receiving schools and will concern itself with the following:

    a. Coordinate community-based projects and activities that are designed to improve relations between the children in the receiving and sending schools.

    b. Explore all avenues for possiblities which might open more lines of communication between the parents of the minority and majority communities.

    c. Assist the school and other interested persons in setting up a climate of acceptance, understanding and cooperation in both communities.

    d. Serve in an advisory capacity to the assistant to the superintendent for intergroup relations on all matters relating to the district's long-range integration programs.

3. It is proposed that curriculum guides be developed from K through 12 which could assist classroom teachers in developing programs in the area of human relations. It is suggested that a committee be formed to structure such a program with the cooperation of the Curriculum Development Center.

4. It has been recommended that the Staff Training Services Department identify target areas of concern involving intergroup relations and develop programs which can effectively train the staff to meet these problems. The program may include:

    a. Outstanding consultants from other areas who are experts in their fields and can work with teachers and administrators in solving critical issues.

b. Select a television panel of experts who can pinpoint a problem and make recommendations to the entire teaching staff. Example: Procedure of identifying ability levels of the culturally disadvantaged child.

c. Establish workshop during the school year which can explore, in depth, the problems involved in teaching and understanding the culturally disadvantaged child.

d. Begin organization of a summer workshop on compensatory education during the 1966-67 school year for approximately 150 teachers, designed to conduct an intensive study in regard to the determination of ability levels of the culturally disadvantaged child and the development of concepts and materials which can have a practical use in the classroom.

Submitted by "Project Aspiration" steering committee:

Fred J. Stewart, director, Staff Training Services--chairman
Russell R. Kircher, assistant superintendent
Kimball Salmon, assistant to the deputy
Ervin Jackson, assistant to the superintendent for intergroup relations
Joseph Lynn, director, Compensatory Education Department
Frank Schimandle, personnel assistant, training

June 12, 1967

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Administration Building
Staff Training Services Department

"PROJECT ASPIRATION" - PROGRESS REPORT #2

I. GENERAL INFORMATION

A. At a regular meeting on April 25, 1966, the Board of Education adopted a plan to provide the beginning of a moderate program for the alleviation or elimination of the adverse effects of de facto segregation which has been identified as "Project Aspiration". Following this action, the superintendent appointed a steering committee which had as its responsibility the establishment of an orientation and in-service training program for pupils, teachers, parents and administrators at both the sending and the receiving schools. The committee's function was to initiate the transfer of students from the sending schools to the receiving schools for the fall of 1966 and to make recommendations for long-range programs of in-service training and orientation which could insure "Project Aspiration's" continuity.

B. Members of the committee met extensively with parents, teachers, administrators and community leaders to discuss their problems and give each of the groups an opportunity to make constructive suggestions in regard to future plans. As a result of these hearings, the committee concluded that the initial program should be developed in three phases consisting of (1) the original orientation and in-service training programs of large numbers of students, parents, teachers and principals in preparation for re-assignment of students, (2) plans for the opening of school which involved a summer workshop for teachers, arrangements for transportation and meals, and orientation of students on the opening day by use of brochures and parent aides, and (3) recommendations for a long-range program. The details of the program to this point may be found in the Progress Report - "Project Aspiration" dated September 1, 1966.

C. Although the program was accomplished in a very short period of time, the results have indicated that it has been highly successful. The principals executed the plans which were suggested by the committee and provided numerous additional activities which enriched the program. They coordinated the efforts of the parents and the teachers who responded with a positive effort to make the program successful by insuring every child an equal opportunity.

II. IN-SERVICE TRAINING ACTIVITIES 1966-67 (PHASE III)

The "Project Aspiration" committee met extensively during the months of July and August in order that they could present a plan which could identify the critical needs of personnel working with the socially deprived child and project a program to meet those needs. The following programs were conducted during the 1966-67 school year:

A. Teacher Aide Workshop

The program was designed to establish guidelines for teacher aides who were working with teachers and students in the elementary schools. Since the teacher aides were new and inexperienced in the district, it was important that they understand their responsibilities and limitations. The program consisted of a five-hour session providing the aides with a wide variety of practical experiences. It included a discussion on the policies of the school district, instruction in the use of audio-visual aids and instructional techniques, use of instructional materials and an emphasis on developing understandings of the problems faced by the socially disadvantaged child.

B. Teacher Aide Television Program

This program was directed to those teachers and administrators who had or planned to have teacher aides. It was broadcast into each of the compensatory education school staff meetings via KVIE Channel 6. The program featured a principal and two teachers who had been highly successful in the use of teacher aides discussing the techniques which they found to be most effective in the classroom.

C. Bus Matron Workshop

A workshop was conducted for bus matrons in order to prepare them for their new position. It was designed to cover the relationships of matrons with parents, bus drivers, teachers, principals and students, discuss the policies and procedures of the district, and identify the specific responsibilities of the job.

D. School Clerks Workshop

The school clerks workshop was designed to help school clerks understand the problems faced by the socially deprived student. Its purpose was to produce techniques of communication which could adequately serve this group. Dr. Staten Webster, prominent consultant and author in the field of human relations, worked with the clerks identifying techniques of building positive relationships between the school and the home.

E. "Culture of Poverty" Television Program and Workshop

The program was presented by Dr. Newton Metfessel and Dean Edward McDonough, professors of education at the University of Southern California who spent ten years of intensive research on this subject. A special workshop was held for all elementary principals in the district to brief them on the material which was to be presented later to teachers on television. This was followed by two separate thirty-minute television programs presented to each staff in the Sacramento City Unified School District.

F. Intergroup Television Series

A Teacher Training Class for Intergroup Relations was presented from April 5 to May 24, 1967. It included a series of seven 45-minute television programs which were produced and shown on KVIE, Channel 6, each week, with a re-run of the program the following Sunday. The programs concentrated on Project Aspiration, the culture and value systems of the various ethnic groups, the nature of prejudice, the tensions that contribute to problems among the students in integrated classrooms, and what teachers can do to improve intergroup relations. One hundred-fifty teachers were enrolled for credit and many others audited the series. Two classes at Sacramento State College, with fifty students, used the program as a part of their course of study. In addition, many individuals throughout the community observed the program while it was being shown to the teachers. Appropriate evaluation procedures have been developed by the Office of Planning and Research Services. One unit of in-service credit was granted for each person who successfully completed the course.

G. Lay Committee on Intergroup Relations

A lay committee consisting of representatives from the compensatory school communities was established to serve as a "sounding board" for ideas originating from the school district regarding proposed programs. It recommended programs or activities for consideration by the assistant to the superintendent, Intergroup Relations, and offered assistance in determining the needs of the minority communities. The committee identified many problems faced by the socially deprived child and suggested techniques of solving these problems.

H. Intergroup Relations Advisory Council

A council was established to advise the assistant to the superintendent, Intergroup Relations. This council consisted of teachers, counselors and administrators who acted as a hearing board for all ideas and programs advanced by the district staff. It made recommendations regarding areas which needed to be considered in the field of intergroup relations.

I. Intergroup Relations Advisor and Aides

Three certificated advisors and three non-certificated aides were secured under Title IV, Section 405 of the Civil Rights Act of 1964. Their responsibilities included working with both school and community in the area of intergroup relations. They assisted the principals in identification of problems faced by minority groups which offered him an opportunity to better communication within his school community.

J. Summer Institute on Compensatory Education

A summer institute on compensatory education will be conducted for 150 teachers and administrators during a five-week period beginning June 26 and ending July 28, 1967. The program is designed to analyze the problems of the socially deprived child and give participants an opportunit to develop practical solutions to those problems. Twenty outstanding consultants from throughout the United States will be presenting concepts and ideas for the teachers to study and analyze. In addition, thirty Sacramento teachers will be presenting demonstration lessons for the teachers to observe. The program will be held at Luther Burbank High School. The interest for this program was extremely high. Over 350 teachers, counselors and administrators applied for the course.

K. Intergroup Relations Workshop

A workshop on Intergroup Relations will be held this summer from June 26 to July 28, 1967, at the John H. Still Junior High School. Each school in the district will be represented by one teacher chosen by the principal from a list of volunteers who have indicated an interest and a dedication to equal educational opportunity. Topics to be discussed will include the role of the teacher, how to work with parents from various ethnic groups, the culture of poverty, programs in other school districts, and materials that can be used in the development of improved intergroup relations. Sessions will be held each afternoon and an outstanding speaker will make a presentation daily. Group discussions and other activities will also be included. The program will be "idea oriented" rather than "material oriented."

III. PROJECT ASPIRATION ACTIVITIES 1967-68

A part of the "Project Aspiration" plan, adopted by the Board of Education in April 1966, called for the closing of Argonaut school and the transfer of its students to four receiving schools. These schools were Sutterville, Alice Birney, Bear Flag and John Cabrillo. Since each of these elementary schools were included in the original program because of the kindergarten children they received from Argonaut in 1966, it was necessary to re-evaluate the type of activities which would be required for the coming year. The following programs are being conducted in order to prepare students for their transfer to receiving schools in September of 1967:

A. The office of Student Information Services and Argonaut School have identified the students who will be transferring to the receiving schools and have completed locator-transfer cards with all current census data available printed on the front.

B. The teachers at Argonaut have completed a special form identifying the student's ability level in reading, mathematics and spelling. This information was sent to the receiving schools on Friday, April 28, 1967. In addition, the following services were provided by the office of Student Information in order that each of the schools would have as much information as possible on each of the students.

1. An alphabetical list by levels and school of fall attendance was developed.
2. Mailing labels by school of fall attendance were provided.

C. All receiving schools invited parents of the sending school to attend at least one Parent Teacher Association meeting. Principals used the intergroup relations advisers and community resource workers assigned to the assistant to the superintendent, Intergroup Relations, for personal contact with the parents in the Argonaut area. The advisors made door-to-door contacts with the parents, identified kindergarten children, discussed pre-registration dates and encouraged parents to visit the school and participate in P.T.A. meetings.

D. Each receiving school conducted an orientation program for the students transferring from Argonaut on May 18 and 19. Transportation was provided by the district. The orientation sessions included such activities as; visitation to classrooms, tour of the school facilities, informal meetings with school personnel, participation in May Day activities, meetings with student body officers and luncheon as guests of the school.

E. Plans have been developed to insure that each child and his parents are fully informed about the transportation schedule for the 1967-68 school year. Transportation maps showing the bus stops, the route to school, and the time schedule, will be placed in each of the Argonaut student's report card envelopes on the last day of school.

IV. CONCLUSION

It is important to note that this report lists the programs and activities which were used to implement Project Aspiration during the 1966-67 school year in the Sacramento City Unified School District. Many additional services and instructional aids were offered to Project Aspiration students and may be identified in the E.S.E.A. Title I Application. It is important to recognize that a great deal of attention and interest has been directed toward Sacramento from throughout the state of California and the nation. Representatives from the State Department of Education have watched the program closely and expressed high regard for its merit. Members of the Commission on Equal Opportunities in Education representing the State Board of Education visited the Project Aspiration schools and talked with teachers, students and principals who were involved in the program. They praised the program and requested material to be distributed to other districts. A representative from the United States Department of Health, Education and Welfare observed the program and commented that the Sacramento City Unified School District was offering leadership to the nation. In addition, the interest in the program has generated requests from throughout the state for our superintendent and assistant to the superintendent, Intergroup Relations, to tell "the Sacramento story."

The "Project Aspiration" committee has emphasized that all questions and problems have not been answered or solved. There is a need for an intensive evaluation to determine strengths and weaknesses in order that the committee can make responsible recommendations for the future.

Respectfully submitted by the Project Aspiration Steering Committee:

Mr. Fred J. Stewart, director, Staff Training Services - Chairman
Dr. Michael W. Adams, assistant to the deputy, Special Services
Dr. Russell R. Kircher, assistant superintendent, Elementary Schools
Dr. Ervin Jackson, Jr., assistant to the superintendent, Intergroup Relations
Mr. Joseph H. Lynn, director, Compensatory Education
Mr. Frank J. Schimandle, personnel specialist, Training and Safety

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

June 7, 1967

No. 14

Research Report
Series 1966-67
Topic: POSSIBLE PLANS FOR MEETING THE LONG-RANGE FACILITY NEEDS IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Introductory Statements

During the past twenty years, enrollment in the Sacramento City Unified School District has increased 73% in spite of the separation of the Sacramento City College from the district. Until recent years, the pattern of enrollment growth has been characterized by a stabilization or gradual decline of enrollments in the older central area schools of the district, and rapid growth in the peripheral area schools.

Within the past few years, however, the annual rate of enrollment growth in the district has been declining steadily. For example, at the end of the second school month of the current 1966-67 school year, the enrollment had increased only .9% over the enrollment of a year previous. This small increase suggests a stabilization of enrollment throughout the district. Such is not the case. Actually, the pattern of enrollment growth still reflects consistent, and even rapid growth in certain peripheral areas, but enrollments in certain central area schools are declining to a greater degree year after year.

The decline in enrollment in the schools serving the older portions of the district has been of concern for some time. On numerous occasions, the Board of Education has been apprised of the educational and economic disadvantages of operating small elementary schools. In Research Report #9, series 1964-65, dated February 15, 1965, entitled "Investigation of Possible Locations of a Separate Adult Education Facility," it was found that as of the fourth school month of the 1964-65 school year, the district had fourteen elementary schools with enrollments of less than 400 pupils. Further, all but two or three of these schools showed a trend toward stabilization or a declining enrollment. Even after the redistribution of the enrollment of the American Legion Elementary School to ten other elementary schools, some with small enrollments, as of November 4, 1966, there were still fourteen elementary schools with enrollments of less than 400 pupils.

Over one-half of the elementary schools with small enrollments were built prior to 1933 and therefore do not meet the minimum standards of structural safety established by the Field Act of 1933. A structural survey now is under way in these and other schools in the district constructed prior to 1933. The cost of structural strengthening, as well as the educational adequacy of these plants, will need to be considered in determining the place of such plants in any long-range master facilities plan of the district.

On October 4, 1965, the Board of Education adopted a comprehensive policy on equal educational opportunity. In this policy, the board stated its belief that de facto school segregation is one of the prime obstacles to the attainment of equal educational opportunity. As a part of the policy, the board required the superintendent to develop a plan for the alleviation or elimination of de facto school segregation in the schools of the district and submit the plan to the board by May 1, 1966.

On March 21, 1966, the superintendent presented the board with four alternate plans for meeting the elementary school housing requirements especially in those schools defined to be de facto segregated. After a series of meetings in the various neighborhoods conducted by the assistant to the superintendent for intergroup relations, and a public hearing by the Board of Education on April 25, 1966, the Board of Education adopted Plan 1-A (now called Project Aspiration) described briefly as follows:

> Effective in September, 1966, convert the American Legion Elementary School to a separate adult facility (combined with a full-time continuation high school). Reassign the American Legion Elementary School attendance area to other schools in the vicinity which have available classroom space and which have a small percentage of ethnic minority pupils. Reassign the kindergarten pupils at the Argonaut Elementary School to other schools in the vicinity in September, 1966, and reassign the entire attendance area to other elementary schools in the vicinity in September, 1967. Reduce the size of the attendance areas of the Camellia, Donner, and Elder Creek elementary schools by redrawing their attendance boundaries to balance the area served with the available permanent classroom facilities. Assign the territory removed from the present attendance areas to other elementary schools where classroom space would be available.

At the time of the adoption of Project Aspiration, the Board of Education recognized that this was a moderate plan and, of necessity, only constituted the beginning of the district's efforts to combat the adverse effects of de facto school segregation, and to provide equal educational opportunity.

As a result of the need to conduct a structural inspection of the twenty oldest schools in the district, and since the report on the structural adequacy of all of the schools could not be expected until the summer of 1967, the board and the public were advised that it would not be possible to take any further steps toward the elimination of de facto segregation during 1967-68 (other than to redistribute the grade 1-6 enrollment at Argonaut School, which was a part of Plan 1-A). However, in order to be able to continue the district's efforts toward the alleviation or the elimination of the adverse effects of de facto segregation in the 1968-69 school year, it is imperative that a plan be adopted without delay.

If the future actions of this district in the area of equal educational opportunity are to be meaningful, it is essential that a long-range plan be developed and be adopted by the board as the district's master plan. This master plan needs to include all facets of the school district operation, but of immediate concern is the development of a long-range site and facilities plan for the district. The development of such a plan takes on added significance when one considers that twenty of the district's seventy-four schools were constructed prior to 1933 and are now under structural survey. Although the outcome of the survey cannot be known at this time, it is obvious that the board will be faced with decisions relative to the place of these older school plants in the district's future school facilities plan.

Another significant fact is that legislation passed by the 1967 California State Legislature, AB 450 (Greene), requires that districts formulate plans for the repair or replacement of schools constructed prior to the Field Act of 1933. The development of a long-range facilities plan is in keeping with this legislation.

It is the purpose of this study to present various alternate plans for meeting the long-range facility needs of the district. No plan suggested is presented in detail. Rather each plan suggested presents a concept or approach to the long-range solution to the district's facilities needs.

Basic Assumptions

It is assumed that a long-range facilities plan will at least do the following. It will:

1. Alleviate or eliminate the adverse effects of de facto school segregation as defined by Board of Education policy.
2. Allow the district to deal effectively to prevent the recurrence of de facto school segregation in the future.
3. Integrate new facilities with existing facilities to provide the greatest degree of flexibility to meet the future instructional program needs and to achieve equal educational opportunity for all pupils as specified in the Board of Education policy.
4. Provide the best possible educational program consistent with operational efficiency and fiscal economy.

Sources of Data

1. Statement of Policy on Providing Equal Educational Opportunity in the Sacramento City Unified School District, dated October 4, 1965.
2. New and Revised Elementary School Attendance Boundaries for the 1966-67 School Year, Sacramento City Unified School District, Research Report No. 13 (Series 1965-66), dated April 26, 1966.
3. The Ethnic Composition of the Pupil Population of the Sacramento City Unified School District, Fall, 1966, Sacramento City Unified School District, Research Report No. 8 (Series 1966-67), dated January 18, 1967.

4. *Enrollment and Attendance for the Seventh School Month Ending March 24, 1967*, Sacramento City Unified School District, Special Services Report No. 7 (Series 1966-67), dated April 28, 1967.

5. Staffing and financial records on file in the Business Services Office, Sacramento City Unified School District.

6. Information about the future disposition of the California State Fair property supplied by personnel of the Property Acquisition Services Section of the Department of General Services of the State of California.

7. *Structural Examination Report on Building #1, Riverside Elementary School*, L. Amundsen, structural engineer.

8. *A Study of Class Size in the Elementary, Junior High, and Senior High Schools, Fall, 1966*, Sacramento City Unified School District, Research Report #6 (Series 1966-67), dated January 12, 1967.

9. *Enrollment Report for the School Month Ending November 1, 1946*, Sacramento City Unified School District, Research and Student Personnel Bulletin #14 (Series 1946-47).

Findings

1. The areas served by the twenty schools in the district constructed prior to the enactment of the Field Act of 1933 are shown on the maps marked Exhibits I, II and III. These schools, for the most part, serve the "downtown" or core area of the district.

2. Fifteen of these twenty schools (not including Lincoln) are elementary schools. The enrollment of each of these schools, as of April 21, 1967, is shown in Table 1. They contain 301 regular classrooms and, at 30 pupils per classroom, have a capacity of 9030. The current total regular enrollment (excluding special education) in these schools is 6243. This is further evidence of the small degree of utilization of many of the oldest schools in the district for the regular school program.

3. Lincoln Elementary and Junior High School contains 44 classrooms. As of November 1, 1946, this school had a total enrollment of 1273 pupils; 405 junior high and 868 elementary pupils. In the late 1930's and early 1940's, the enrollment of this school was even higher than this. At one time, over 1500 pupils were housed in the Lincoln Elementary and Junior High School. As of April 21,1967 this school had a total enrollment of 551 regular pupils (excluding special education); 364 junior high and 187 elementary pupils.

4. The per pupil cost of operating and maintaining the oldest elementary schools of the district, especially those in which the enrollment has declined to less than 400, is markedly higher than

the per pupil cost in the newer elementary schools. The following data show the magnitude of the differential.

1965-66
COST PER A.D.A.
SALARIES OF PRINCIPAL, CLERICAL STAFF AND CUSTODIAL STAFF

All elementary schools	$65.39
Eight of the oldest elementary schools where the regular enrollment was less than 400 as of 4/21/67	86.01
Difference	$20.62
Percent difference	31.5%
All junior high schools	$78.93
Lincoln Elementary and Junior High School	115.03
Difference	$36.10
Percent difference	45.7%

1965-66
COST PER A.D.A. FOR MAINTENANCE

SCHOOLS	COST PER A.D.A.
Newer elementary schools	
Alice Birney	$ 3.07
Caleb Greenwood	3.24
Pony Express	2.57
Average	$ 2.98
Oldest elementary schools	
Coloma	$12.53
David Lubin	13.29
El Dorado	4.91
Fremont	6.25
Marshall	7.14
Newton Booth	10.70
Washington	12.53
William Land	7.23
Average	$8.84

Thus it can be seen that the average per pupil cost of maintenance in the eight oldest elementary schools is 297% greater than that in the three newer elementary schools.

The cost of utilities per pupil also is higher in the eight oldest elementary schools with a small enrollment. During 1965-66, the average cost per A.D.A. for utilities, district-wide, was $11.73. In the eight oldest elementary schools, the cost was $13.56. At the Lincoln Elementary and Junior High School, the per pupil cost was $14.02.

5. The oldest elementary schools also tend to be those with a disproportionate number of minority pupils as is shown in Table 2.

6. To date, only one structural survey report has been completed, namely, the one on the Riverside Elementary School. Whereas it is not known at this time whether the findings in the case of the Riverside Elementary School are typical of what will be found in the other nineteen school plants, it is felt that the results at least are indicative. In the main building, which was constructed prior to 1933, there are eight classrooms. The structural engineer estimates that it would cost in excess of $80,000 to strengthen the Riverside Elementary School structurally, or approximately $10,000 per classroom.

7. The exact nature of the financial problem facing the Board of Education in connection with the structural strengthening of all of the twenty oldest schools will not be known until about September 1, 1967, when all reports are expected to be completed.

   Even without the results of the structural survey, the facts developed in this report suggest that the board should consider an approach to the development of the long-range facilities plan for the district. Several alternate plans are suggested in the pages that follow.

8. Some time ago, the district asked the state to be notified when the fairgrounds property would be available. Recently, the Property Acquisition Services Section of the Department of General Services of the State of California advised the district that planning is now proceeding in connection with the disposition of the fairgrounds property. Apparently, a sufficient amount of land could be made available to house a major educational complex. However, a request for a reservation of the required amount of property would need to be made in the immediate future since current plans call for the completion of the planning by September, 1967.

9. At the time that the district acquired property to be added to the former H. C. Muddox Elementary School property to be used as a future Administration Building site, this location was selected because it was the most centrally located property available where all of the district central administrative functions could be housed. One of the primary considerations in the location of the future Administration Building site had to be that of adequate zoning to accommodate the warehousing and maintenance activities. This is one of the reasons why the former H. C. Muddox Elementary School property was desirable since it adjoined property that was zoned industrial.

   Although the location of the former H. C. Muddox Elementary School property for an Administration Building, as originally anticipated, will become more advantageous as the Route 50 Freeway is completed, at the present time the property is not too accessible by public transportation. Zoning for the consolidation of central administration operations, including warehousing, probably would not be a problem at the California State Fairgrounds property. Furthermore, the fairgrounds is more centrally located, is more accessible by public transportation, and, depending on the area available, it might be possible to acquire some existing buildings which would be suitable for conversion for use as a central administration facility. As pointed out in #8 above, a request for the reservation of the required property would need to be made in the very near future, however.

Plan A

Expand Project Aspiration by including the redistribution of the pupil population of the Washington Elementary School, and by redistributing the pupil population of the Camellia, Donner and Elder Creek elementary schools, the latter to be accomplished as rapidly as additional classroom facilities can be made available in the receiving schools selected. Provide the necessary structural strengthening of the twenty oldest schools.

Advantages

1. This plan would expand a program which appears to have worked smoothly and has been successful in achieving its objectives in alleviating the adverse effects of de facto school segregation. However, such an expansion would involve the transportation of pupils over considerable distances. Furthermore, the cost of providing such transportation undoubtedly would be excessive as pointed out in Disadvantage #1 below.

2. It would eliminate existing de facto segregation in the elementary schools of the district.

Disadvantages

1. Because of the location of the schools concerned, the plan would involve the transportation of approximately 1100 pupils to other elementary schools, in addition to the approximately 1000 pupils now being transported under Project Aspiration. Project Aspiration involves 19 receiving schools, ten of which are in the north central part of the district. Furthermore, moves to expand Project Aspiration necessarily would need to involve schools located toward the periphery of the district. Consequently, some pupils would need to be transported over long distances. The cost of such transportation undoubtedly would be excessive.

2. If continuity of pupil relationships is to be preserved at the junior and senior high school levels, most of these same pupils would need to be transported to junior high school and possibly to senior high school. The transportation costs involved might be excessive.

3. This plan provides little flexibility for preventing the recurrence of de facto school segregation in the district's schools in the future. It could complicate a determination about the future of the twenty oldest schools because seven of the receiving schools in Project Aspiration also are included among the twenty oldest schools. If, as a result of the structural survey it is found to be economically unsound and educationally undesirable to strengthen and renovate any or all of these seven schools, it would then be necessary to reassign the pupil enrollments to other existing schools or construct new facilities either on the existing location or elsewhere.

4. The adoption of this plan would expand the concept of the consolidation of attendance areas in certain portions of the district, while the present policy for the location and construction of schools would continue in the peripheral areas of the district. Thus, the new construction, in no way provides flexibility to meet the future instructional program needs and to achieve equal educational opportunity.

5. If the minority composition of the central portion of the district continues to grow as in other major cities, and Plan A is expanded to include other de facto segregated schools, large numbers of pupils will need to be transported especially to the outlying areas of the district. The cost of providing the needed transportation under such an expanded plan well could be prohibitive.

6. Additional portable classrooms would need to be added to a number of existing elementary school plants. The construction of complete new facilities better adapted to house a modern educational program might not be economically feasible.

7. All existing schools would be retained under this plan. Thus, it would perpetuate the operation of a number of elementary schools where the enrollment already has declined to the point where it is difficult to offer an educational program comparable with that in larger elementary schools in the district. The cost of maintaining and operating these small elementary schools, especially those built prior to the Field Act, is excessive.

Plan B

Expand Project Aspiration by including the redistribution of the pupil population of the Washington Elementary School, and by redistributing the pupil population of the Camellia, Donner and Elder Creek elementary schools, the latter to be accomplished as rapidly as additional classroom facilities can be made available in the receiving schools selected. Provide structural strengthening, renovate or replace some of the twenty oldest schools, and consolidate elementary school attendance areas especially in the core area of the city. Those schools not needed in the long-range facilities plan then would be abandoned.

Advantages

1. This plan would expand a program which appears to have worked smoothly and has been successful in achieving its objectives in alleviating the adverse effects of de facto school segregation.

2. It would eliminate existing de facto segregation in the elementary schools of the district, but would provide little flexibility to prevent the recurrence of de facto school segregation in the future.

3. In addition, Plan B would have the advantage of consolidating elementary attendance areas. This would make it possible to increase the elementary school enrollment per school so that a better educational program could be provided. Necessarily, though, some existing schools would need to be abandoned.

Disadvantages

1. Because of the location of the schools concerned, the plan would involve the transportation of approximately 1100 pupils to other elementary schools, in addition to the approximately 1000 pupils now being transported under Project Aspiration. This, however, would be true of other plans also. Also, as in the case of Plan A, some pupils would need to be transported over considerable distances, and the cost of providing this type of transportation undoubtedly would be excessive.

2. If continuity of pupil relationships is to be preserved at the junior and senior high school levels, most of these same pupils would need to be transported to junior high school and possibly to senior high school. The transportation costs involved might be excessive.

3. This plan provides little flexibility for preventing the recurrence of de facto segregation in the district's schools in the future. This is especially true in the case of the central core area of the district.

4. While it is true that there would be some consolidation of attendance areas, especially among elementary schools in the central part of the district, the location and construction of new schools in the peripheral areas of the district would continue according to the present policy. Thus, these new schools would not provide the district with flexibility to meet the future instructional needs and to achieve equal educational opportunity.

5. If the minority composition of the central portion of the district continues to grow as in other major cities, and Plan B is expanded to include other de facto segregated schools, large numbers of pupils will need to be transported especially to the outlying areas of the district. The cost of providing the needed transportation under such an expanded plan well could be prohibitive.

Plan C

This truly is a long-range plan and only could be completed in the period of the next ten to fifteen years. Certain phases of the plan, however, such as #5 below, would need to be accomplished within the first few years of the period. In general, the plan has the following features:

1. Reserve and acquire approximately 110 acres of the existing California State Fair property. Plan and construct an educational complex for providing an educational program for pupils from preschool through grade 12.

2. Establish an educational complex in the "pocket" area in conjunction with the John F. Kennedy Senior High School to provide an educational program for pupils from preschool through grade 12.

3. Expand the recently acquired sixth senior high school site in the eastern part of the district to accommodate an educational complex to provide an educational program for pupils from preschool through grade 12.

4. Reorganize the district into attendance areas based on the senior high school attendance unit and/or educational complex.

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5. Relocate the district's central administration offices on the California State Fair property.

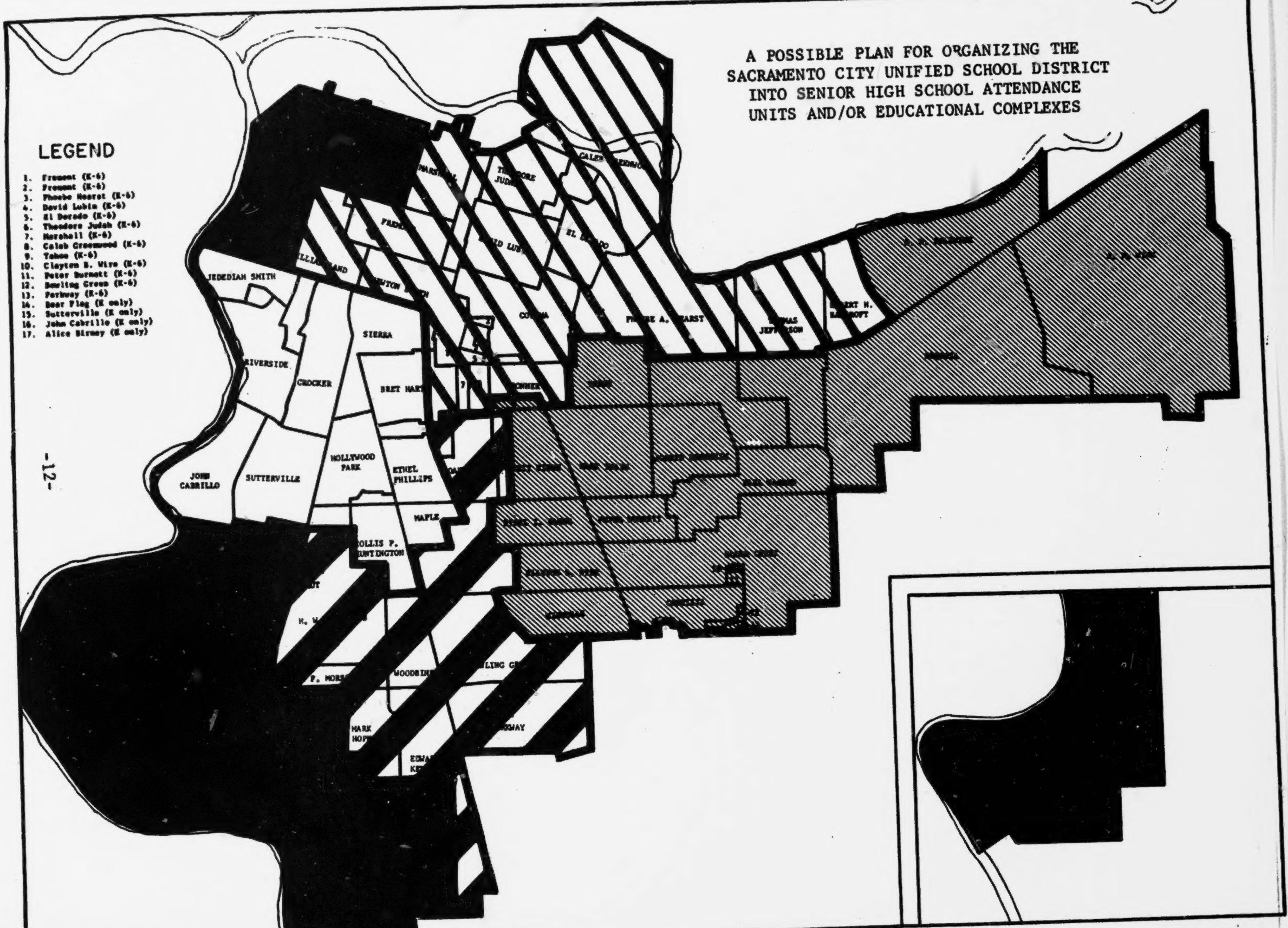
One possible plan for organizing the district into attendance areas based on senior high school attendance units and/or educational complexes is shown on a map on the following page.

Advantages

1. One of the primary advantages of an educational complex is its flexibility. In the first place, in the development of an educational complex, it is possible to develop a plan of organization and a type of educational program which is best adapted to provide a coordinated and meaningful education experience for pupils as they progress from preschool through the 12th grade. This might mean, for example, that a different type of organization would need to be considered. One such plan which is evoking nationwide interest, especially in urban areas, is the use of the 4-4-4 plan. In this plan, the early childhood years (K-grade 4) constitute the first level; the middle school years (grades 5-8) constitute the second level; and the high school years (grades 9-12) constitute the upper level. This, of course, is only one type of organization. Other plans are possible and could be considered. Also, the educational complex provides the opportunity for greater flexibility in the educational program itself.

2. The development of a plan based on senior high school attendance units and educational complexes would allow the board to take a long-range approach toward the establishment of attendance units which are more educationally defensible and economically feasible, and toward the replacement of the oldest school plants in the district. In this way, new modern educational facilities could be provided for thousands of pupils who now are attending schools that already are over thirty years old. The new facilities would be better adapted to the newer concepts and newer types of educational programs such as the nongraded program at the elementary level, and the modular scheduling approach to organization at the junior high school level.

3. A sufficient number of specialized educational facilities, such as language laboratories, science laboratories, reading clinics, reading centers, etc., can be provided at one location, whereas economically it is not feasible to provide such facilities at each of a number of separate schools housing an equivalent number of pupils.



A POSSIBLE PLAN FOR ORGANIZING THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT INTO SENIOR HIGH SCHOOL ATTENDANCE UNITS AND/OR EDUCATIONAL COMPLEXES

LEGEND
1. Fremont (K-6)
2. Fremont (K-6)
3. Phoebe Hearst (K-6)
4. David Lubin (K-6)
5. El Dorado (K-6)
6. Theodore Judah (K-6)
7. Marshall (K-6)
8. Caleb Greenwood (K-6)
9. Tahoe (K-6)
10. Clayton B. Wire (K-6)
11. Peter Burnett (K-6)
12. Bowling Green (K-6)
13. Parkway (K-6)
14. Bear Flag (K only)
15. Sutterville (K only)
16. John Cabrillo (K only)
17. Alice Birney (K only)
CALEB GREENWO
MARSHALL
THEODORE JUDAH
FREMO
DAVID LUB
EL DORADO
ILLIAM LAND
NEWTON BOOTH
JEDEDIAH SMITH
COLOMA
PHOEBE A. HEARST
THOMAS JEFFERSON
ROBERT H. BANCROFT
SIERRA
RIVERSIDE
CROCKER
BRET HART
7
HOLLYWOOD PARK
ETHEL PHILLIPS
JOHN CABRILLO
SUTTERVILLE
MAPLE
COLLIS P. HUNTINGTON
H. W
P. MORS
WOODBIN
LING GR
MARK HOP
EDWA KE
RKWAY

4. The educational complex provides for a more efficient use of both certificated and classified staff which, in turn, results in a better educational program for pupils. For example, in eight of the older schools in the district, currently there are 2912 pupils and 86 teachers. The average class size in the kindergarten ranges from 21.7 to 32.0 pupils per teacher. In the educational complex, it would be possible to balance the classes and approach the overall average of 25.9 kindergarten pupils per teacher using the same number of teachers as presently are assigned in the eight schools. Likewise, class size reductions would be possible throughout grades 1-6 in these same schools without any increase in teaching staff. At the present time, the average class size ranges from 25.1 to 30.7.

   The overall average is 28.4. Thus, if the pupils were located at one site where there could be a better balancing of class loads, it would be possible to provide all grade 1-6 pupils with the desirable class size of 28.4 pupils per teacher.

   Through a more effective utilization of certificated staff, it would be possible to have a more varied educational offering. For example, there might be sufficient interest among 2000 to 3000 pupils to warrant the establishment of a specialized class, such as a foreign language class in Russian or some other language. Such a class could be offered at one location, whereas it would not be possible to offer it at a number of locations due to insufficient enrollment and inability to provide the necessary instructors.

   Then, too, the use of the time of specialists would be more effective since there would be no loss in traveling time. Also, it should be possible to provide more specialized personnel, and in a greater number of areas, if their efforts can be concentrated in a number of central locations throughout the district rather than scattered among widely separated facilities.

   In the eight elementary schools referred to above, there are eight principals, eight school secretaries, eight custodial managers, and nine custodians. All of these staff members would not be necessary if the approximately 3000 pupils were housed on one large site.

5. The joint use of cafeteria facilities by elementary and junior high school pupils long has been recognized by this district as being feasible and economically sound. It has not been possible to provide joint use for other expensive auxiliary facilities, such as auditoriums. It would appear to be feasible to design such specialized facilities as the cafeteria and the auditorium in such a manner that these facilities could

be used by all of the elementary pupils, or possibly even all pupils in the educational complex. In addition, it would be feasible to provide gymnasium facilities for elementary pupils in one location, where it would not be feasible to provide similar facilities at a number of separate locations.

6. Undoubtedly, there would be a saving in operation and maintenance costs in connection with the operation of an educational complex rather than the maintenance and operation of a number of old facilities on separate sites.

7. This plan would allow the board more effectively to attack the problem of alleviating or eliminating the adverse effects of de facto school segregation, not only at the elementary level, but at the district-wide K-12 level.

8. The plan would allow the district to deal more effectively to prevent the recurrence of de facto school segregation in the future.

9. A plan based on the senior high school or educational complex attendance unit would allow the board to integrate the new facilities with existing facilities to provide the greatest degree of flexibility to meet the future instructional needs and to achieve equal educational opportunity for the pupils of the district.

10. The plan, as proposed, is educationally defensible and appears to be financially sound in that only those older schools which fit into the long-range facility needs of the district would be structurally strengthened and renovated. There thus would be a more prudent use of construction and reconstruction funds.

11. The organization of the district into senior high school attendance units or educational complexes would, in effect, re-establish a policy that was followed in this district for many years, whereby pupils attending the same elementary school attended the same junior high school and the same senior high school (the concept of continuity of pupil relationships). The only difference in the case of the educational complex is that the attendance area served would be expanded in certain cases.

12. The location of the central administrative offices at the same location as one of the educational complexes would have some very important advantages. If, for example, the State Fairgrounds were selected as the location of one complex, the location of the central administrative facilities would place them in a central location in the district. Further, this location is readily accessible and would place a major educational facility in close proximity to those responsible for the administration of the instructional program and the curriculum development program. This would provide an

opportunity for those intimately connected with the instructional program to view the educational program from preschool through grade 12 at one location. Also, if existing buildings on the California State Fairgrounds could be converted to central administrative offices, undoubtedly considerable savings could be effected.

Disadvantages

1. The educational complex concentrates a large number of pupils in one location. This could create problems for other governmental agencies such as the city police department, traffic engineering department, fire department and the city engineering department. Also, there could be educational problems involving pupil control and allied problems as well as those of maintaining pupil identity. However, it is believed that these problems can be solved through proper planning and organization since the educational complex would be located on a site of sufficient size to allow flexibility.

2. The educational complex would require transportation for an increased number of pupils in the district. However, such transportation would need to be provided based on certain minimum walking distances and would be available to all pupils in the district on the same basis. In this light, it might be an advantage, rather than a disadvantage, since the district at this time has no general transportation policy which offers transportation to all pupils on the basis of minimum walking distances. The cost of providing such transportation would be greater than at present. These increased costs, however, would be balanced against the higher costs of operating and maintaining a number of small school units.

3. The development of educational complexes in the district contemplates the use of expanded attendance areas to be served by a school. Thus, in the future, all areas of the district would be provided with adequate educational services but not necessarily at locations within reasonable walking distance.

4. The construction of the educational complexes, especially the one at the State Fairgrounds, would present financial problems. At least part of the cost of this complex would need to come from the sale of existing property. On the other hand, it would not be possible to release these properties until comparable facilities could be provided on the State Fairgrounds. These problems are not insurmountable, but in the case of the acquisition of the property from the state, would require a willingness on the part of the state to defer payment until the district could make the necessary educational arrangements and sell some existing property.

DONALD E. HALL
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Planning and Research Services

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Table 2

ETHNIC COMPOSITION OF THE PUPIL POPULATION OF JUNIOR HIGH SCHOOLS, FALL, 1966

School	Ethnic Composition												Total
	White of Spanish Surname		Other White		Negro		Oriental (Japanese, Chinese and Korean)		American Indian		Other Non-white		
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	
Albert Einstein	26	3.4	660	86.6	37	4.8	30	3.9			10	1.3	763
California	118	12.3	480	50.3	212	22.2	140	14.6			6	.6	956
Charles M. Goethe	97	8.5	835	72.9	113	9.9	81	7.1	2	.2	17	1.5	1,145
Fern Bacon	99	7.6	1,120	85.9	40	3.1	29	2.2			16	1.2	1,304
Joaquin Miller	153	14.8	600	58.2	91	8.8	173	16.8			14	1.4	1,031
John H. Still	40	7.2	445	79.6	56	10.0	12	2.1			6	1.1	559
Kit Carson	57	5.7	807	80.2	108	10.7	28	2.8			6	.6	1,006
Lincoln	134	33.9	83	21.0	69	17.5	95	24.1			14	3.5	395
Peter Lassen	159	13.8	651	56.6	286	24.8	35	3.0	2	.2	19	1.6	1,152
Sam Brannan	32	3.1	683	67.2	94	9.2	199	19.6			9	.9	1,017
Sutter	163	19.8	515	62.7	35	4.3	103	12.5	1	.1	5	.6	822
Will C. Wood	170	17.3	571	58.0	214	21.7	23	2.3			7	.7	985
Total Junior High	1,248	11.2	7,450	66.9	1,355	12.2	948	8.5	5	.0	129	1.2	11,135

Table 3

ETHNIC COMPOSITION OF THE PUPIL POPULATION OF SENIOR HIGH SCHOOLS, FALL, 1966

School	Ethnic Composition												Total
	White of Spanish Surname		Other White		Negro		Oriental (Japanese, Chinese and Korean)		American Indian		Other Non-white		
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	
C. K. McClatchy	190	6.5	1,936	66.2	180	6.2	596	20.4	1	.0	19	.7	2,922
Hiram Johnson	224	8.9	2,005	79.9	187	7.4	71	2.8			24	1.0	2,511
Luther Burbank	243	8.9	2,177	80.0	170	6.2	116	4.3			15	.6	2,721
Sacramento	438	16.3	1,436	53.5	454	16.9	344	12.8			14	.5	2,686
Total Senior High	1,095	10.1	7,554	69.7	991	9.1	1,127	10.4	1	.0	72	.7	10,840

Table 4

ETHNIC COMPOSITION OF THE PUPIL POPULATION OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT FALL, 1966

Total District	Ethnic Composition												Total
	White of Spanish Surname		Other White		Negro		Oriental (Japanese, Chinese and Korean)		American Indian		Other Non-white		
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	
K-12	5,710	11.1	34,375	66.6	6,480	12.5	4,358	8.4	30	.1	688	1.3	51,641

Table 5

A DISTRIBUTION OF ELEMENTARY SCHOOLS WITHIN EACH ETHNIC GROUP RANKED BY PERCENTAGE, FALL, 1966

Rank	White of Spanish Surname	Other White	Negro	Oriental (Japanese, Chinese and Korean)	American Indian	Other Non-white
1	(56.3) Washington	(95.2) O. W. Erlewine	(85.2) Camellia	(51.9) Riverside	(1.0) Marshall	(9.6) Argonaut
2	(45.6) Lincoln	(91.8) Parkway	(74.5) Argonaut	(47.2) William Land	(.8) John D. Sloat	(7.5) Woodbine
3	(30.9) Elder Creek	(91.2) Hubert H.Bancroft	(64.0) Donner	(37.7) Sutterville	(.6) John F. Morse	(6.3) Jedediah Smith
4	(30.4) Maple	(89.4) Sequoia	(41.3) Oak Ridge	(34.5) John Cabrillo	(.5) Fruit Ridge	(6.0) Lincoln
5	(29.9) Jedediah Smith	(89.4) Thomas Jefferson	(41.2) Elder Creek	(22.5) Alice Birney	(.4) Nicholas	(5.0) A. M. Winn
6	(29.2) Oak Ridge	(88.2) Crocker	(38.4) Bret Harte	(20.9) Hollywood Park	(.4) Tahoe	(4.9) Newton Booth
7	(28.1) Ethel Phillips	(86.6) El Dorado	(35.3) Fruit Ridge	(20.3) Lincoln	(.4) Washington	(4.7) John F. Morse
8	(27.5) Woodbine	(85.2) Edward Kemble	(32.0) Ethel Phillips	(19.7) Pony Express	(.2) Donner	(4.7) Washington
9	(24.7) Marshall	(85.0) Bowling Green	(25.6) Marshall	(19.0) C. P. Huntington	(.2) Earl Warren	(4.2) Nicholas
10	(21.7) William Land	(83.9) Mark Twain	(23.2) Sierra	(17.9) Newton Booth	(.2) Ethel Phillips	(4.1) Fremont
11	(20.7) Earl Warren	(83.4) Pacific	(22.3) John Muir	(17.5) Bear Flag	(.2) William Land	(3.2) Earl Warren
12	(20.4) Fremont	(80.3) Nicholas	(22.0) Jedediah Smith	(11.6) H. W. Harkness	(.0) Alice Birney	(2.7) Ethel Phillips
13	(19.4) Newton Booth	(80.2) Peter Burnett	(21.8) Coloma	(7.7) John Bidwell	(.0) A. M. Winn	(2.4) Donner
14	(16.9) Bret Harte	(79.7) John Bidwell	(19.4) Newton Booth	(7.6) Crocker	(.0) Argonaut	(2.1) Bret Harte
15	(13.8) Joseph Bonnheim	(79.0) Clayton B. Wire	(18.7) Caleb Greenwood	(7.0) Joseph Bonnheim	(.0) Bear Flag	(2.1) Elder Creek
16	(12.5) Fruit Ridge	(78.8) David Lubin	(17.7) Fremont	(5.6) Fremont	(.0) Bowling Green	(2.1) Tahoe
17	(12.0) Ethel I. Baker	(78.1) Freeport	(17.5) Lincoln	(5.3) John F. Morse	(.0) Bret Harte	(2.1) William Land
18	(11.8) Coloma	(76.4) Joseph Bonnheim	(16.4) Woodbine	(4.9) Freeport	(.0) Caleb Greenwood	(1.9) Mark Hopkins
19	(11.8) Mark Twain	(76.3) John D. Sloat	(16.2) Tahoe	(4.6) Fruit Ridge	(.0) Camellia	(1.9) Marshall
20	(11.1) Hollywood Park	(75.8) Bear Flag	(14.7) Phoebe Hearst	(4.3) Bowling Green	(.0) Clayton B. Wire	(1.9) Peter Burnett
21	(10.7) Donner	(75.6) Ethel I. Baker	(14.4) A. M. Winn	(4.3) Jedediah Smith	(.0) C. P. Huntington	(1.8) Hollywood Park
22	(10.4) C. P. Huntington	(75.3) Theodore Judah	(13.9) Hollywood Park	(4.3) Maple	(.0) Coloma	(1.8) Oak Ridge
23	(10.3) Clayton B. Wire	(75.2) Pony Express	(12.9) H. W. Harkness	(4.0) Ethel I. Baker	(.0) Crocker	(1.7) H. W. Harkness
24	(10.2) Peter Burnett	(74.8) A. M. Winn	(12.9) Theodore Judah	(3.8) John D. Sloat	(.0) David Lubin	(1.7) John Muir
25	(9.6) Argonaut	(74.8) Mark Hopkins	(12.3) Mark Hopkins	(3.6) Bret Harte	(.0) Edward Kemble	(1.4) Clayton B. Wire
26	(9.3) Sierra	(74.8) Phoebe Hearst	(12.0) John F. Morse	(3.3) David Lubin	(.0) Elder Creek	(1.4) John Bidwell
27	(9.1) John Muir	(74.6) John F. Morse	(11.9) John D. Sloat	(3.3) John Muir	(.0) El Dorado	(1.3) Fruit Ridge
28	(9.0) Tahoe	(74.3) Caleb Greenwood	(11.3) Alice Birney	(3.2) A. M. Winn	(.0) Ethel I. Baker	(1.3) Sierra
29	(8.9) Camellia	(69.6) Tahoe	(11.1) William Land	(3.2) Ethel Phillips	(.0) Freeport	(1.2) Alice Birney
30	(8.8) Pacific	(68.4) C. P. Huntington	(9.6) Earl Warren	(3.1) Mark Hopkins	(.0) Fremont	(1.2) Edward Kemble
31	(8.4) Phoebe Hearst	(67.1) H. W. Harkness	(9.6) Freeport	(3.0) Washington	(.0) H. W. Harkness	(1.2) El Dorado
32	(8.3) Sequoia	(64.3) Sierra	(9.6) Maple	(2.9) Theodore Judah	(.0) Hollywood Park	(1.1) Bear Flag
33	(8.3) Theodore Judah	(64.1) Alice Birney	(9.3) David Lubin	(2.7) Tahoe	(.0) Hubert H.Bancroft	(1.1) Ethel I. Baker
34	(8.0) Thomas Jefferson	(64.1) Coloma	(8.0) John Bidwell	(2.6) Earl Warren	(.0) Jedediah Smith	(1.0) Sutterville
35	(7.9) David Lubin	(63.7) Earl Warren	(7.3) Clayton B. Wire	(2.6) Hubert H.Bancroft	(.0) John Bidwell	(.9) Freeport
36	(7.9) Mark Hopkins	(63.6) John Muir	(7.3) Ethel I. Baker	(2.6) Woodbine	(.0) John Cabrillo	(.7) David Lubin
37	(7.8) Riverside	(57.6) Sutterville	(6.9) Nicholas	(2.5) Pacific	(.0) John Muir	(.7) Maple
38	(7.0) John D. Sloat	(57.5) John Cabrillo	(6.7) El Dorado	(2.3) El Dorado	(.0) Joseph Bonnheim	(.7) Pacific
39	(6.7) H. W. Harkness	(55.0) Maple	(6.4) Bowling Green	(2.3) Mark Twain	(.0) Lincoln	(.6) Crocker
40	(6.6) Nicholas	(52.3) Hollywood Park	(6.1) Peter Burnett	(2.1) Edward Kemble	(.0) Maple	(.6) Joseph Bonnheim
41	(6.5) Freeport	(52.2) Fremont	(5.9) Edward Kemble	(2.0) Clayton B. Wire	(.0) Mark Hopkins	(.6) Theodore Judah
42	(5.6) Edward Kemble	(46.0) Woodbine	(5.0) John Cabrillo	(1.9) Phoebe Hearst	(.0) Mark Twain	(.5) Coloma
43	(5.3) Caleb Greenwood	(45.8) Fruit Ridge	(4.6) Pacific	(1.9) Sierra	(.0) Newton Booth	(.4) O. W. Erlewine
44	(5.2) Hubert H.Bancroft	(45.2) Marshall	(4.4) Parkway	(1.8) Coloma	(.0) Oak Ridge	(.4) Sequoia
45	(4.0) Bowling Green	(39.0) Bret Harte	(4.3) Riverside	(1.8) Elder Creek	(.0) O. W. Erlewine	(.3) Bowling Green
46	(3.7) Parkway	(38.4) Newton Booth	(3.4) Washington	(1.6) Donner	(.0) Pacific	(.3) Mark Twain
47	(3.4) Pony Express	(37.5) Jedediah Smith	(3.0) Bear Flag	(1.6) Marshall	(.0) Parkway	(.3) Riverside
48	(3.2) El Dorado	(35.7) Riverside	(2.2) C. P. Huntington	(1.6) Nicholas	(.0) Peter Burnett	(.2) Caleb Greenwood
49	(3.2) John Bidwell	(33.8) Ethel Phillips	(2.2) Joseph Bonnheim	(1.6) Peter Burnett	(.0) Phoebe Hearst	(.2) John Cabrillo
50	(2.8) John Cabrillo	(32.2) Washington	(1.7) Mark Twain	(1.6) Thomas Jefferson	(.0) Pony Express	(.2) John D. Sloat
51	(2.8) John F. Morse	(26.5) Oak Ridge	(1.7) Pony Express	(1.5) Caleb Greenwood	(.0) Riverside	(.2) Phoebe Hearst
52	(2.6) A. M. Winn	(24.0) Elder Creek	(1.7) Sutterville	(1.5) Sequoia	(.0) Sequoia	(.1) Parkway
53	(2.6) Bear Flag	(21.1) Donner	(1.1) Crocker	(1.2) Oak Ridge	(.0) Sierra	(.0) Camellia
54	(2.5) Crocker	(17.7) William Land	(1.1) O. W. Erlewine	(.8) Argonaut	(.0) Sutterville	(.0) C. P. Huntington
55	(2.0) Sutterville	(10.6) Lincoln	(1.0) Hubert H.Bancroft	(.6) O. W. Erlewine	(.0) Theodore Judah	(.0) Hubert H.Bancroft
56	(1.9) O. W. Erlewine	(5.9) Camellia	(1.0) Thomas Jefferson	(.0) Camellia	(.0) Thomas Jefferson	(.0) Pony Express
57	(.9) Alice Birney	(5.4) Argonaut	(.2) Sequoia	(.0) Parkway	(.0) Woodbine	(.0) Thomas Jefferson

Table 6

A DISTRIBUTION OF JUNIOR HIGH SCHOOLS WITHIN EACH ETHNIC GROUP RANKED BY PERCENTAGE, FALL, 1966

Rank	White of Spanish Surname	Other White	Negro	Oriental (Japanese, Chinese and Korean)	American Indian	Other Non-white
1	(33.9) Lincoln	(86.6) Albert Einstein	(24.8) Peter Lassen	(24.1) Lincoln	(.2) Charles M.Goethe	(3.5) Lincoln
2	(19.8) Sutter	(85.9) Fern Bacon	(22.2) California	(19.6) Sam Brannan	(.2) Peter Lassen	(1.6) Peter Lassen
3	(17.3) Will C. Wood	(80.2) Kit Carson	(21.7) Will C. Wood	(14.8) Joaquin Miller	(.1) Sutter	(1.5) Charles M.Goethe
4	(14.8) Joaquin Miller	(79.6) John H. Still	(17.5) Lincoln	(14.6) California	(.0) Albert Einstein	(1.4) Joaquin Miller
5	(13.8) Peter Lassen	(72.8) Charles M.Goethe	(10.7) Kit Carson	(12.5) Sutter	(.0) California	(1.3) Albert Einstein
6	(12.3) California	(67.2) Sam Brannan	(10.0) John H. Still	(7.1) Charles M.Goethe	(.0) Fern Bacon	(1.2) Fern Bacon
7	(8.5) Charles M.Goethe	(62.7) Sutter	(9.9) Charles M.Goethe	(3.9) Albert Einstein	(.0) Joaquin Miller	(1.1) John H. Still
8	(7.6) Fern Bacon	(58.2) Joaquin Miller	(9.2) Sam Brannan	(3.0) Peter Lassen	(.0) John H. Still	(.9) Sam Brannan
9	(7.2) John H. Still	(58.0) Will C. Wood	(8.8) Joaquin Miller	(2.8) Kit Carson	(.0) Kit Carson	(.7) Will C. Wood
10	(5.7) Kit Carson	(56.6) Peter Lassen	(4.8) Albert Einstein	(2.3) Will C. Wood	(.0) Lincoln	(.6) California
11	(3.4) Albert Einstein	(50.3) California	(4.3) Sutter	(2.2) Fern Bacon	(.0) Sam Brannan	(.6) Kit Carson
12	(3.1) Sam Brannan	(21.0) Lincoln	(3.1) Fern Bacon	(2.1) John H. Still	(.0) Will C. Wood	(.6) Sutter

Table 7

A DISTRIBUTION OF SENIOR HIGH SCHOOLS WITHIN EACH ETHNIC GROUP RANKED BY PERCENTAGE, FALL, 1966

Rank	White of Spanish Surname	Other White	Negro	Oriental (Japanese, Chinese and Korean)	American Indian	Other Non-white
1	(16.3) Sacramento	(80.0) Luther Burbank	(16.9) Sacramento	(20.4) C. K. McClatchy	(.0) C. K. McClatchy	(1.0) Hiram Johnson
2	(8.9) Hiram Johnson	(79.9) Hiram Johnson	(7.4) Hiram Johnson	(12.8) Sacramento	(.0) Hiram Johnson	(.7) C. K. McClatchy
3	(8.9) Luther Burbank	(66.2) C. K. McClatchy	(6.2) C. K. McClatchy	(4.3) Luther Burbank	(.0) Luther Burbank	(.6) Luther Burbank
4	(6.5) C. K. McClatchy	(53.5) Sacramento	(6.2) Luther Burbank	(2.8) Hiram Johnson	(.0) Sacramento	(.5) Sacramento

Table 8

THE NEGRO POPULATION EXPRESSED AS A PERCENTAGE OF THE TOTAL POPULATION IN THOSE SCHOOLS AFFECTED BY PROJECT ASPIRATION FALL, 1965, AND FALL, 1966

Schools	Fall, 1965	Fall, 1966	Change
Sending			
American Legion	71.8%	0.0%	- 71.8%
Argonaut	73.4%	74.6%	+ 1.2%
Camellia	84.5%	85.2%	+ 0.7%
Donner	65.4%	64.0%	- 1.4%
Elder Creek	56.2%	41.2%	- 15.0%
Receiving			
Alice Birney	7.5%	11.3%	+ 3.8%
Bear Flag	0.6%	3.0%	+ 2.4%
Bowling Green	1.0%	6.4%	+ 5.4%
Caleb Greenwood	0.0%	18.7%	+ 18.7%
Clayton B. Wire	2.1%	7.3%	+ 5.2%
Coloma	4.5%	21.8%	+ 17.3%
David Lubin	1.0%	9.3%	+ 8.3%
El Dorado	1.3%	6.7%	+ 5.4%
Fremont	4.5%	17.7%	+ 13.2%
John Cabrillo	3.4%	5.0%	+ 1.6%
Marshall	0.4%	25.6%	+ 25.2%
Newton Booth	9.1%	19.4%	+ 10.3%
Parkway	0.7%	4.4%	+ 3.7%
Peter Burnett	3.1%	6.1%	+ 3.0%
Phoebe Hearst	5.4%	14.7%	+ 9.3%
Sierra	16.7%	23.2%	+ 6.5%
Sutterville	0.6%	1.7%	+ 1.1%
Tahoe	5.0%	16.2%	+ 11.2%
Theodore Judah	2.5%	12.9%	+ 10.4%

EXHIBIT I

ATTENDANCE AREAS SERVED BY ELEMENTARY SCHOOLS CONSTRUCTED PRIOR TO ENACTMENT OF THE FIELD ACT OF 1933

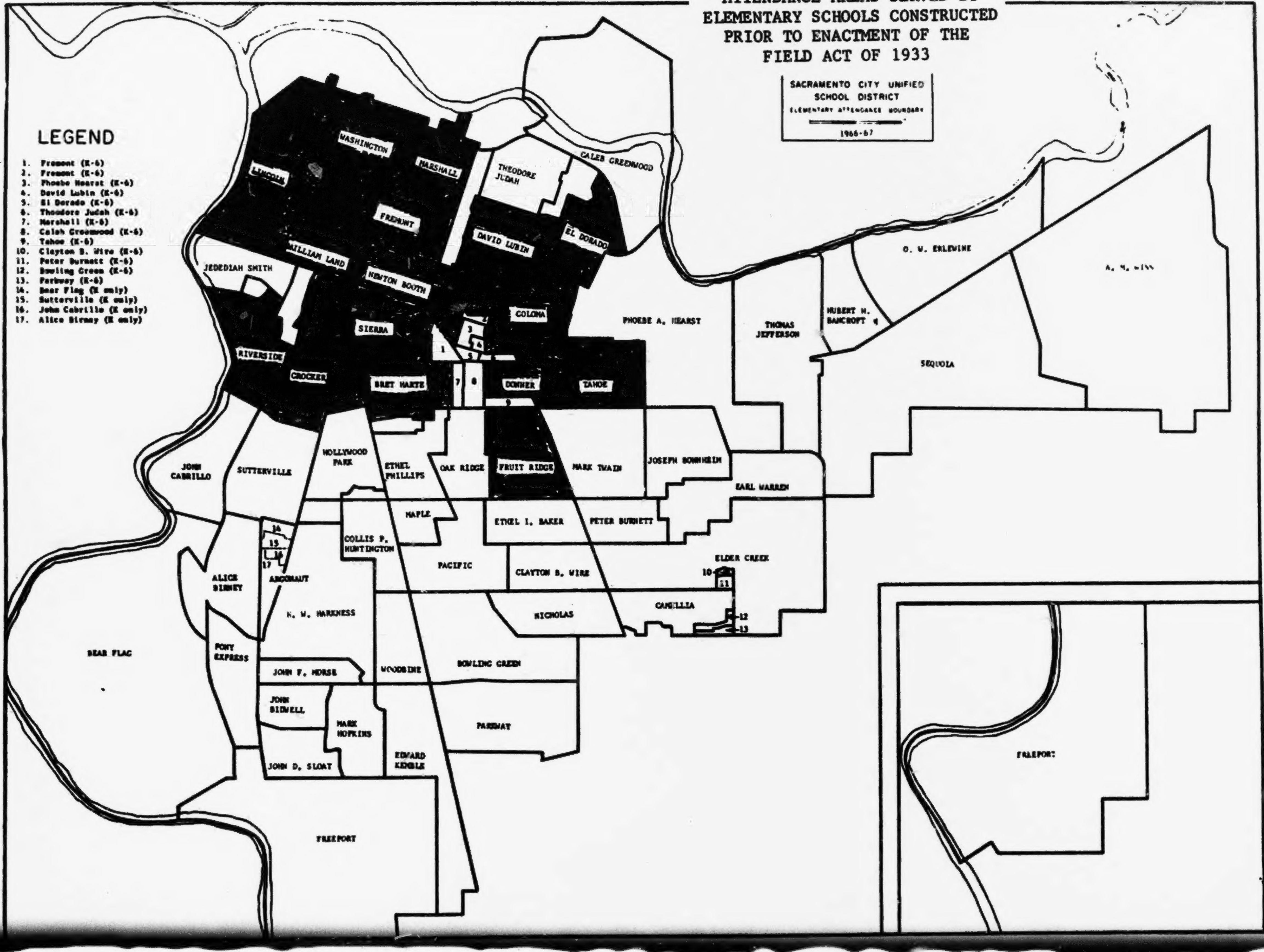
SACRAMENTO CITY UNIFIED
SCHOOL DISTRICT
ELEMENTARY ATTENDANCE BOUNDARY
1966-67
LEGEND
1. Fremont (K-6)
2. Fremont (K-6)
3. Phoebe Hearst (K-6)
4. David Lubin (K-6)
5. El Dorado (K-6)
6. Theodore Judah (K-6)
7. Marshall (K-6)
8. Caleb Greenwood (K-6)
9. Tahoe (K-6)
10. Clayton B. Wire (K-6)
11. Peter Burnett (K-6)
12. Bowling Green (K-6)
13. Parkway (K-6)
14. Bear Flag (K only)
15. Sutterville (K only)
16. John Cabrillo (K only)
17. Alice Birney (K only)
WASHINGTON
LINCOLN
MARSHALL
THEODORE JUDAH
CALEB GREENWOOD
FREMONT
DAVID LUBIN
EL DORADO
WILLIAM LAND
JEDEDIAH SMITH
NEWTON BOOTH
SIERRA
COLOMA
PHOEBE A. HEARST
RIVERSIDE
CROCKER
BRET HARTE
DONNER
TAHOE
O. W. ERLEWINE
A. M. WINN
THOMAS JEFFERSON
HUBERT H. BANCROFT
SEQUOIA
JOHN CABRILLO
SUTTERVILLE
HOLLYWOOD PARK
ETHEL PHILLIPS
OAK RIDGE
FRUIT RIDGE
MARK TWAIN
JOSEPH BONNHEIM
EARL WARREN
MAPLE
ETHEL I. BAKER
PETER BURNETT
COLLIS P. HUNTINGTON
PACIFIC
CLAYTON B. WIRE
ELDER CREEK
ALICE BIRNEY
ARGONAUT
N. W. HARKNESS
NICHOLAS
CAMELLIA
BEAR FLAG
PONY EXPRESS
JOHN F. MORSE
WOODBINE
BOWLING GREEN
JOHN BIDWELL
MARK HOPKINS
PARKWAY
JOHN D. SLOAT
EDWARD KEMBLE
FREEPORT
FREEPORT
1
2
3
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EXHIBIT II

ATTENDANCE AREAS SERVED BY THE JUNIOR HIGH SCHOOLS CONSTRUCTED PRIOR TO THE ENACTMENT OF THE FIELD ACT OF 1933

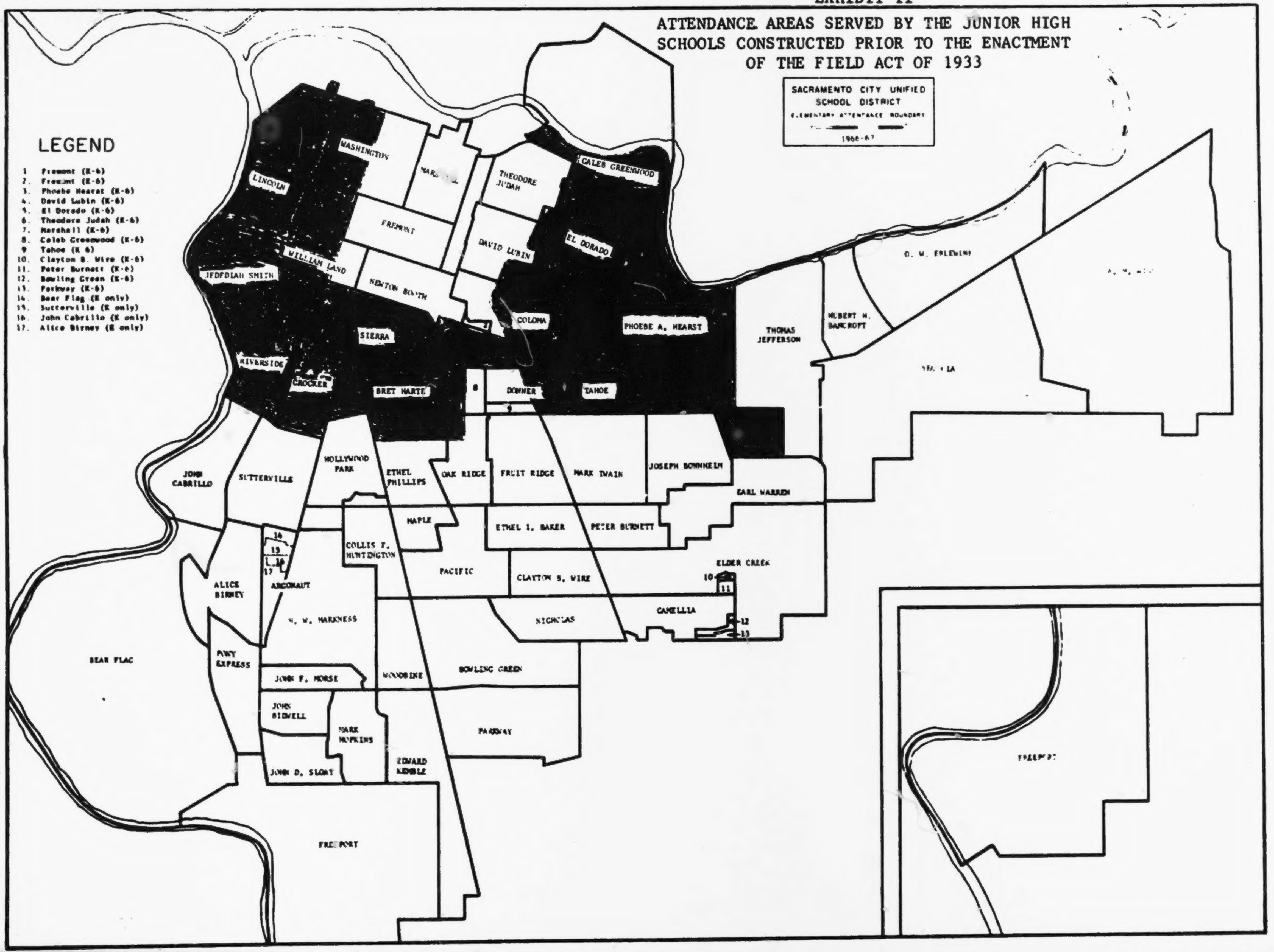
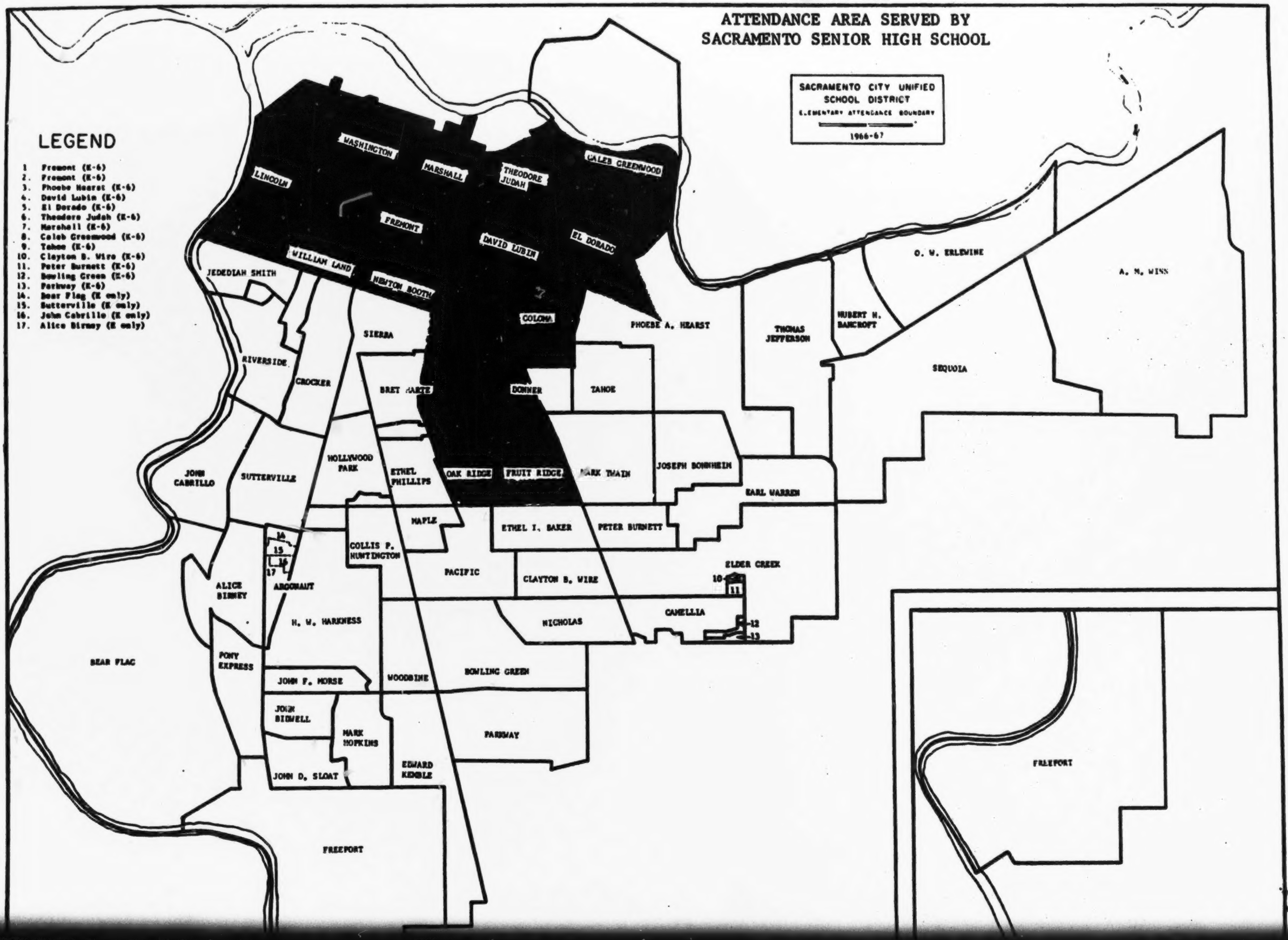

SACRAMENTO CITY UNIFIED
SCHOOL DISTRICT
ELEMENTARY ATTENDANCE BOUNDARY
1966-67
LEGEND
1 Fremont (K-6)
2. Fremont (K-6)
3. Phoebe Hearst (K-6)
4. David Lubin (K-6)
5. El Dorado (K-6)
6. Theodore Judah (K-6)
7. Marshall (K-6)
8. Caleb Greenwood (K-6)
9 Tahoe (K 6)
10. Clayton B. Wire (K-6)
11. Peter Burnett (K-6)
12. Bowling Green (K-6)
13. Parkway (K-6)
14. Bear Flag (K only)
15. Sutterville (K only)
16. John Cabrillo (K only)
17. Alice Birney (K only)
WASHINGTON
LINCOLN
FREMONT
THEODORE JUDAH
CALEB GREENWOOD
DAVID LUBIN
EL DORADO
WILLIAM LAND
JEDEDIAH SMITH
NEWTON BOOTH
COLOMA
PHOEBE A. HEARST
SIERRA
RIVERSIDE
CROCKER
BRET HARTE
DONNER
TAHOE
THOMAS JEFFERSON
HUBERT H. BANCROFT
O. W. ERLEWINE
JOHN CABRILLO
SUTTERVILLE
HOLLYWOOD PARK
ETHEL PHILLIPS
OAK RIDGE
FRUIT RIDGE
MARK TWAIN
JOSEPH BONNHEIM
EARL WARREN
MAPLE
ETHEL I. BAKER
PETER BURNETT
COLLIS P. HUNTINGTON
PACIFIC
CLAYTON B. WIRE
ELDER CREEK
ALICE BIRNEY
ARGONAUT
W. W. HARKNESS
NICHOLAS
CAMELLIA
BEAR FLAG
PONY EXPRESS
JOHN F. MORSE
WOODBINE
BOWLING GREEN
JOHN BIDWELL
MARK HOPKINS
PARKWAY
JOHN D. SLOAT
EDWARD KEMBLE
FREEPORT
FREEPORT

EXHIBIT III

ATTENDANCE AREA SERVED BY SACRAMENTO SENIOR HIGH SCHOOL


SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ELEMENTARY ATTENDANCE BOUNDARY
1966-67
LEGEND
1 Fremont (K-6)
2. Fremont (K-6)
3. Phoebe Hearst (K-6)
4. David Lubin (K-6)
5. El Dorado (K-6)
6. Theodore Judah (K-6)
7. Marshall (K-6)
8. Caleb Greenwood (K-6)
9. Tahoe (K-6)
10. Clayton B. Wire (K-6)
11. Peter Burnett (K-6)
12. Bowling Green (K-6)
13. Parkway (K-6)
14. Bear Flag (K only)
15. Sutterville (K only)
16. John Cabrillo (K only)
17. Alice Birney (K only)
WASHINGTON
LINCOLN
MARSHALL
THEODORE JUDAH
CALEB GREENWOOD
FREMONT
DAVID LUBIN
EL DORADO
WILLIAM LAND
NEWTON BOOTH
JEDEDIAH SMITH
COLOMA
PHOEBE A. HEARST
THOMAS JEFFERSON
HUBERT H. BANCROFT
O. W. ERLEWINE
A. M. WINN
SEQUOIA
SIERRA
RIVERSIDE
CROCKER
BRET HARTE
DONNER
TAHOE
JOHN CABRILLO
SUTTERVILLE
HOLLYWOOD PARK
ETHEL PHILLIPS
OAK RIDGE
FRUIT RIDGE
MARK TWAIN
JOSEPH BONNHEIM
EARL WARREN
MAPLE
ETHEL I. BAKER
PETER BURNETT
COLLIS P. HUNTINGTON
ELDER CREEK
14
15
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12
13
ALICE BIRNEY
ARGONAUT
PACIFIC
CLAYTON B. WIRE
H. W. HARKNESS
NICHOLAS
CAMELLIA
BEAR FLAG
PONY EXPRESS
JOHN F. MORSE
WOODBINE
BOWLING GREEN
JOHN BIDWELL
MARK HOPKINS
PARKWAY
JOHN D. SLOAT
EDWARD KEMBLE
FREEPORT
FREEPORT

Table 1

ENROLLMENT IN THE TWENTY OLDEST SCHOOLS OF THE DISTRICT AT THE END OF THE EIGHTH SCHOOL MONTH (APRIL 21, 1967)

		ENROLLMENT*			
SCHOOL	KDGN.	GR. 1-3	GR. 4-6	TOTAL	**
Elementary					
Bret Harte	73	227	238	538	
Coloma	62	180	155	397	(91)
Crocker	60	148	149	357	
David Lubin	53	166	155	374	(35)
Donner	66	223	157	446	
El Dorado	60	147	125	332	(36)
Fremont	48	162	110	320	(68)
Fruit Ridge	129	364	330	823	
Lincoln	38	77	72	187	
Marshall	53	146	124	323	(96)
Newton Booth	59	165	101	325	(54)
Riverside	51	158	166	375	
Sierra	87	213	159	459	(9)
Tahoe	73	208	164	445	
Washington	64	151	118	333	
William Land	67	176	153	396	
Total	1043	2911	2476	6430	
Junior High	GR. 7	GR. 8	GR. 9	TOTAL	
California	312	289	308	909	
Kit Carson	294	320	362	976	
Lincoln	135	127	102	364	
Total	741	736	772	2249	
Senior High	GR. 10	GR. 11	GR. 12	TOTAL	
American Legion (continuation high)	---	---	---	286	
Sacramento	848	668	785	2301	

*Excluding special education pupils
**Project Aspiration pupils included in the total

Table 2

ETHNIC COMPOSITION OF THE PUPIL POPULATION IN SIXTEEN
SELECTED ELEMENTARY SCHOOLS CONSTRUCTED PRIOR TO 1933

School	White of Spanish Surname		Other White		Negro		Oriental (Japanese, Chinese, Korean)		American Indian		Other Non-White		Total Number
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Bret Harte	90	16.9	209	39.0	205	38.4	19	3.6			11	2.1	534
Coloma	52	11.8	283	64.1	96	21.8	8	1.8			2	.5	441
Crocker	9	2.5	312	88.2	4	1.1	27	7.6			2	.6	354
David Lubin	33	7.9	329	78.8	39	9.3	14	3.3			3	.7	418
Donner	53	10.7	104	21.1	317	64.0	8	1.6	1	.2	12	2.2	495
El Dorado	11	3.2	297	86.6	23	6.7	8	2.3			4	1.2	343
Fremont	69	20.4	177	52.2	60	17.7	19	5.6			14	4.1	339
Fruit Ridge	104	12.5	383	45.8	295	35.3	38	4.6	4	.5	11	1.3	835
Lincoln	99	45.6	23	10.6	38	17.5	44	20.3			13	6.0	217
Marshall	76	24.7	139	45.2	79	25.6	5	1.6	3	1.0	6	1.9	308
Newton Booth	76	19.4	150	38.4	76	19.4	70	17.9			19	4.9	391
Riverside	29	7.8	133	35.7	16	4.3	193	51.9			1	.3	372
Sierra	43	9.3	297	64.3	107	23.2	9	1.9			6	1.3	462
Tahoe	43	9.0	331	69.6	77	16.2	13	2.7	2	.4	10	2.1	476
Washington	263	56.3	150	32.2	16	3.4	14	3.0	2	.4	22	4.7	467
William Land	94	21.7	77	17.7	48	11.1	205	47.2	1	.2	9	2.1	434
TOTAL	1144	16.6	3394	49.3	1496	21.7	694	10.1	13	.2	145	2.1	6886